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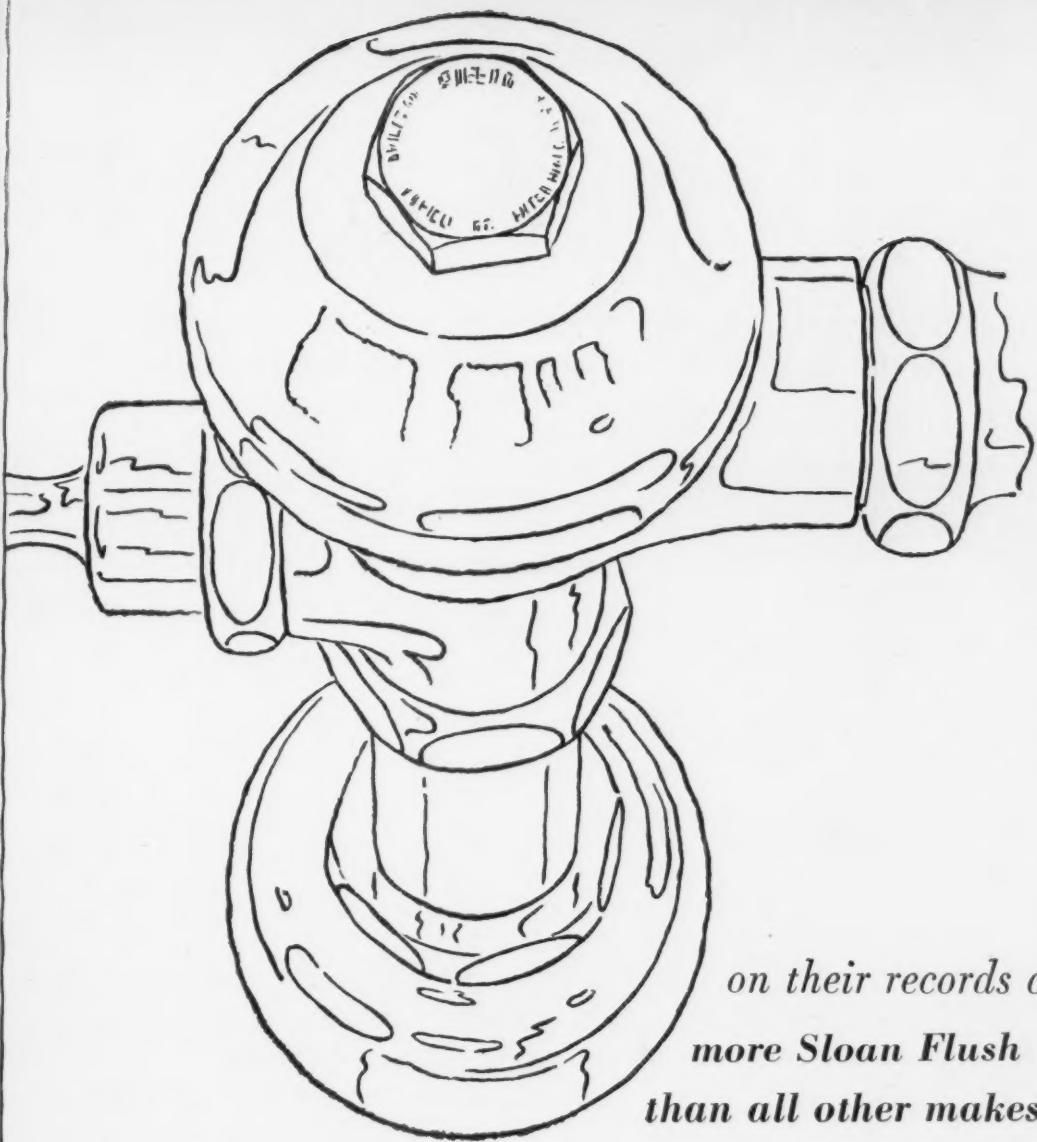
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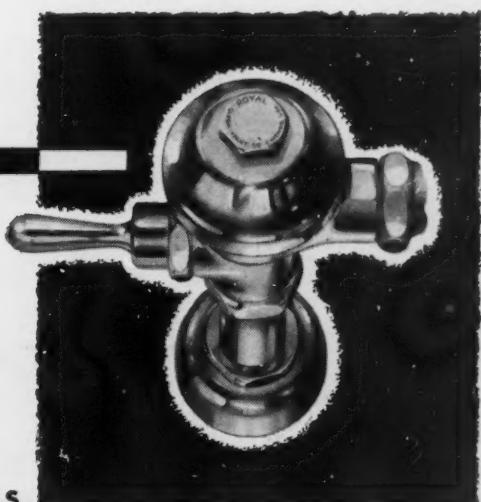


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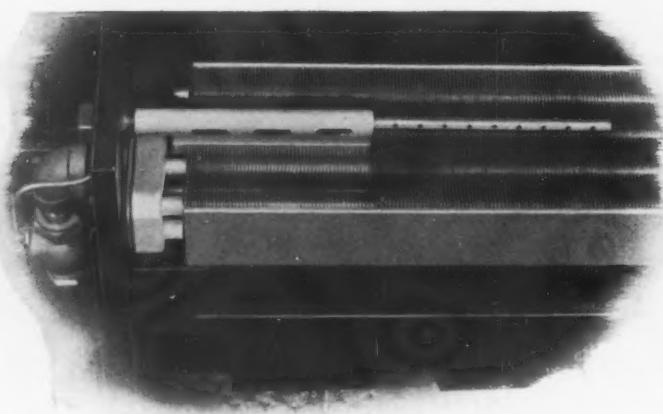
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THE NATION'S SCHOOLS



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AMONG THE AUTHORS

B. P. BRODINSKY, whose interview with the director of the National Association of Manufacturers starts on page 24, is editor of the *Educator's Washington Dispatch*, a fortnightly newsletter originating in Washington, D.C. He went to the capital from Wilmington, Del., in 1933 to work for the U.S. Office of Education. Until 1941 he was a federal radio education specialist. During the war Mr. Brodinsky was editor for the War Manpower Commission and the War Relocation Authority. He published, with W. D. Boutwell, "America Prepares for Tomorrow" (Harper's, 1941) and has written articles for *Parents' Magazine*, *American Home*, *The Nation*, *School Shop*, *Education Digest*, and *School Life*. Mr. Brodinsky has a B.A. from the University of Delaware, an M.A. from the University of Pennsylvania, and did postgraduate work at the University of Wisconsin and George Washington University. His interest is "writing about the wide, rich world of education."



B. P. Brodinsky

GEORGE W. EBAY, assistant superintendent in charge of personnel for the public schools in Portland, Ore., tells about Portland's induction program for new teachers on page 28. Dr. Ebey taught for five years in the Kamehameha Schools in Honolulu; later he held teaching positions at Teachers College, Columbia University; Arizona State College at Tempe; Stanford University and Chico State College in California. From 1942 to 1945 he served as a major in the army air forces. His doctoral dissertation, "Adaptability Among the Elementary Schools of an American City," was published by Teachers College (Columbia University) in 1940.



George W. Ebey

MADALINE KINTER REMMLEIN, assistant director of research for the National Education Association, writes about school bus insurance on page 33. Dr. Remmlein has been interested in research for many years; she was research assistant for the University of Chicago from 1926 to 1929 and for the bureau of collegiate educational research, Columbia University, from 1930 to 1932. In 1932 she was a member of the staff which made a survey of artistic ability and appreciation measurements for the Carnegie Foundation for the Advancement of Education. The following year she worked for her Ph.D. at the University of Paris. After two years as educational representative on the planning

board of the Pennsylvania State Department of Education, she joined the N.E.A. staff in 1936. Her hobbies are music and writing.

"The field of school administration is no place for a weakling," says HAROLD H. CHURCH, superintendent of schools, Elkhart, Ind. "A special corner in heaven awaits the superintendent who can courageously and consistently advance in the field of public school administration to a ripe old age without acquiring wounds and scars as evidences of his professional zeal and accomplishments. Many superintendents fall by the wayside as martyrs to the cause of education because they zigged when they should have zagged and zagged when they should have zigged." In his article on budget making, on page 31, Dr. Church writes from his experience as an administrator since 1918 in schools in Harrison Valley, Pa.; Middletown, Toronto and Fremont, Ohio, and, for the last nine years, Elkhart, Ind. During summers he has taught at Purdue University, the University of Rochester, and Ohio State University.



H. H. Church

Texas-born JAMES H. WILLIAMS heeded Horace Greeley's advice to go West; he has been assistant superintendent of the Alameda County Schools, Oakland, since 1945. In his article on page 47 he tells about the increasingly important rôle of the county superintendent in education. Dr. Williams' teaching career has been divided between Texas and California. In Texas, he was assistant superintendent of schools at El Paso and Sweetwater. He has taught at Stanford University, the University of Southern California and San Diego State College. From 1942 to 1945, Dr. Williams served as an audio-visual training aids officer in the navy.



J. H. Williams

Chairman of the research committee of the New York State Council of School Superintendents is HOWARD T. HERBER, who writes on page 45 about community participation in the study of teachers. Mr. Herber has been superintendent of schools at Malverne, Long Island, N.Y., since 1931. Before that he taught in schools in Pennsylvania and New Jersey. He received his A.B. from Ursinus College, Collegeville, Pa., and his A.M. and Ph.D. from Columbia University.



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Roving Reporter

Students Set Up Miniature Atomic Plant...Teachers Aid Children's Recovery...Experiment in Camping Education...Baby Sitting Taught

IN A LITTLE TOWN in Washington students are learning how atoms are split.

Seventy-five of the 450 boys and girls enrolled in Mount Baker High School, Deming, Wash., are members of the Science Club. As part of their work, the students have constructed an exhibit on atomic energy which now is on display at the Hanford Engineer Works at Richland.

Baker's science teacher, Dorothy Massie, was asked by the Atomic Energy Commission's educational service division in Washington, D.C., if her students could set up an exhibit and program of instruction for other secondary institutions to follow.

In one week the students, by working nights, set up a complete miniature atomic plant. They also prepared demonstrations showing explosive and controlled types of chain reaction, atomic structure of elements ranging from hydrogen to uranium, with colored lights showing electrons, and other displays showing atomic energy processes.



IN SALT LAKE CITY teachers as well as doctors have a bedside manner.

Three hospital and five home teachers in that city work with ill and convalescent children. These teachers help the children occupy their time with constructive work. Too, they eliminate a big worry of convalescent children: that they are falling behind their classmates and may not be with them when they return to school.

Actually, the teachers become part of the treatment for mending children. They work directly with doctors, fitting school work and recreation to the medical care.

In some recoveries, says the head of pediatrics at a Salt Lake City general hospital, home and hospital teaching has been more effective than medical treatment because of the relief from boredom and anxiety about school work that it gives youngsters.

BUILDING A FIRE, cooking in the open, catching and cleaning fish—seventh graders in the Peabody Demonstration School learned to do these and many other practical things during a week last April they spent in a school camp.

No traditional subjects were taught in the traditional way. No classroom sessions were held. The week was an experiment in camping education conducted by the physical education department of George Peabody College for Teachers, Nashville, Tenn.

"Schools are beginning to realize," said R. T. DeWitt, a member of the department's faculty, "that some phases of education are impossible to get across in the classroom, while a camping situation provides an excellent environment for them. Too, it is believed that certain of the traditional subjects can be learned more effectively in camp than in the classroom."

The campers learned about nature by walking through the woods with a man who could identify trees, plants and animals and could explain how they affect our daily living.

Before they went to camp, the children, under the guidance of nutritionists, planned their meals for the week. At least once while at camp every child slept on the ground and prepared his own meal over an open fire.

Peabody will assist any school system wishing to start camping education by advising its personnel and giving it the benefit of the knowledge gained by this experiment.



HIgh school students in Rochester, N.Y., are taking courses in baby sitting this year.

The Rochester board of education agreed to experiment with a "pilot" effort to work out with the National Red Cross the contents and details of a baby supervision course. If the experiment is successful, the Red Cross soon will introduce similar courses in high schools everywhere.

Both boys and girls are being given training in home nursing, nutrition, safety and accident prevention. Red Cross as well as school instructors are teaching the classes.

"Finding reliable baby sitters is a grave social problem in the big cities and in communities that have not yet worked out neighborhood agreements for baby sitting," explained Helen K. Neal, Red Cross official. "Many baby lives are lost because the sitter does not recognize the hazards that lurk in the home. Special emphasis therefore will be given to accident prevention in the Rochester baby sitting course."

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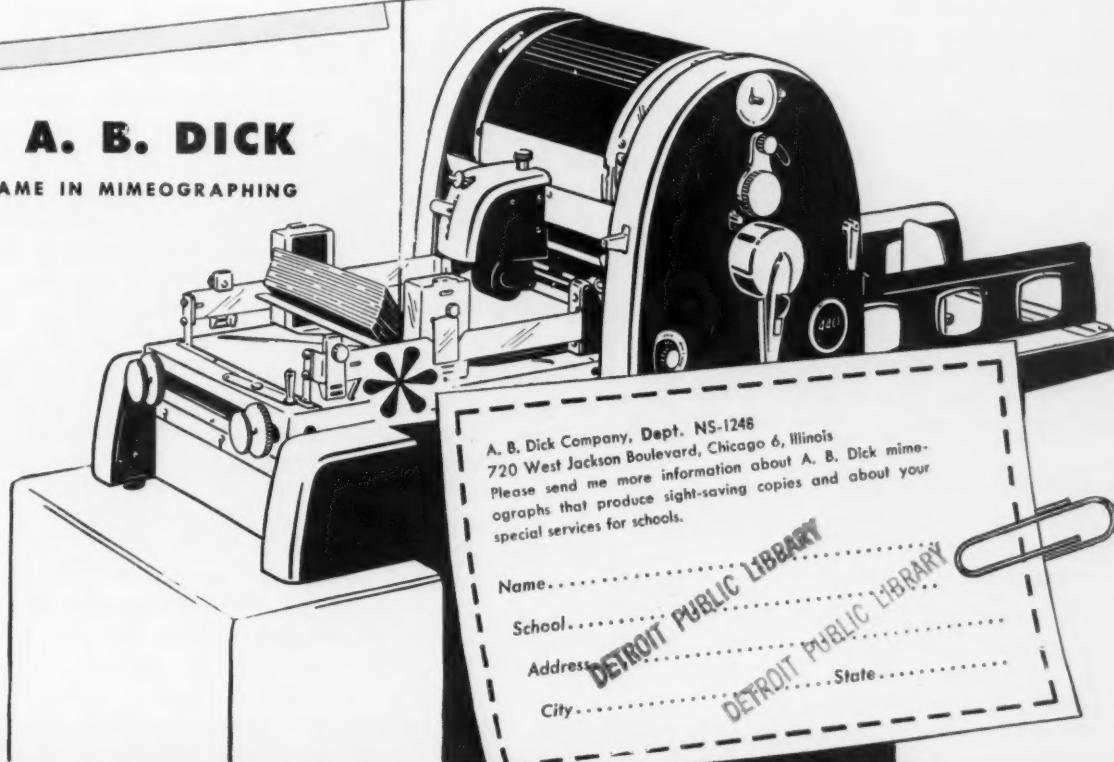
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QUESTIONS AND ANSWERS

Board Members' Children

How can we care for school board members' children so that the teacher isn't always in the wrong?—E.F.M., Kan.

School board children, like the sons of the idle rich and the offspring of school administrators, are often handicapped by accident of birth. It is important that they be given the same care, attention and consideration as any other children. The shortcoming of their parents should not be held against them. If you treat the school board child just the same as you treat your own child (and Mrs. McGilligan's and Mrs. Rosenheimer's), you may find that the teacher is wrong only 50 per cent of the time.

In a pleasant life of dealing with members of school boards, I have found that they do not expect or want undue favors for their children. There is, to be sure, a small minority of ignorant school board members (and school administrators) who expect special favors. Such a person should be given a frank and tactful explanation of the meaning of such terms as "equality" and "democracy" and the "unique function of public education in a democracy."

If these mild instructive measures do not suffice, for the sake of your successor it might be well to consider taking the offending individual aside and very kindly and gently committing modified mayhem upon him before leaving the community for a better and happier existence.—FREDERICK J. MOFFITT, chief, instructional supervision bureau, New York State Education Department.

Small School Principal

Does the small school principal have an important place in the educational setup?—A.L.C., Ga.

In a small (one building) school district there is little if any justification for a superintendent. The most functionally descriptive title, as used in New Jersey and certain other states, is "supervising principal." Although

the title "superintendent" may be used, as in Michigan, the major work performed is actually the supervision and administration of the total instructional program. The first degree of administrative specialization beyond the independent teacher organization is the independent principal or supervising principal organization. The supervising principal also acts as executive officer or coordinator for the board of education.

In small school systems where both titles of superintendent and principal appear, the latter is generally a male teacher who carries a full classroom load, does the clerical work and is responsible for the "discipline." It is more frequently a salary title than a functional title.—A. B. M.

Public Relations

In what school subjects can public relations be taught most effectively?—R.P., Ark.

It would be difficult to allocate the development of public relations to any one subject. It is built through living, and the school that furnishes the richest program in living best builds good public relations.

A public relations program, like a citizenship program, is interwoven with the work of the entire school day from the kindergarten through the high school. The conversation that the little child carries on with his parents after he returns from a busy day at school has a direct bearing upon what those parents think of the school.

Each time a group of children makes an excursion into the community, the "give and take" that occurs helps in building public relations. When a talented musician comes into the school to play for a group of boys and girls and to hear them sing, both the adults and the children have had an experience that makes for better understanding and appreciation of one another.

The Junior Red Cross program, with its emphasis upon service and some understanding of the agencies, local, national and international, that are to

be served, forms a link in the public relations program. The planning that Junior Red Cross members do to further the adult Red Cross campaign each year is of benefit to the children. Preparing to give speeches about the work of the Red Cross before adult groups and planning ways of helping with the distribution of materials bring understanding to the children of some of the problems of the adult world and builds in the children's minds attitudes that further good public relations.

In doing student council work, children frequently take problems out into the community, where they talk and cooperate with adults to solve those problems. Fine public relations is built thus.

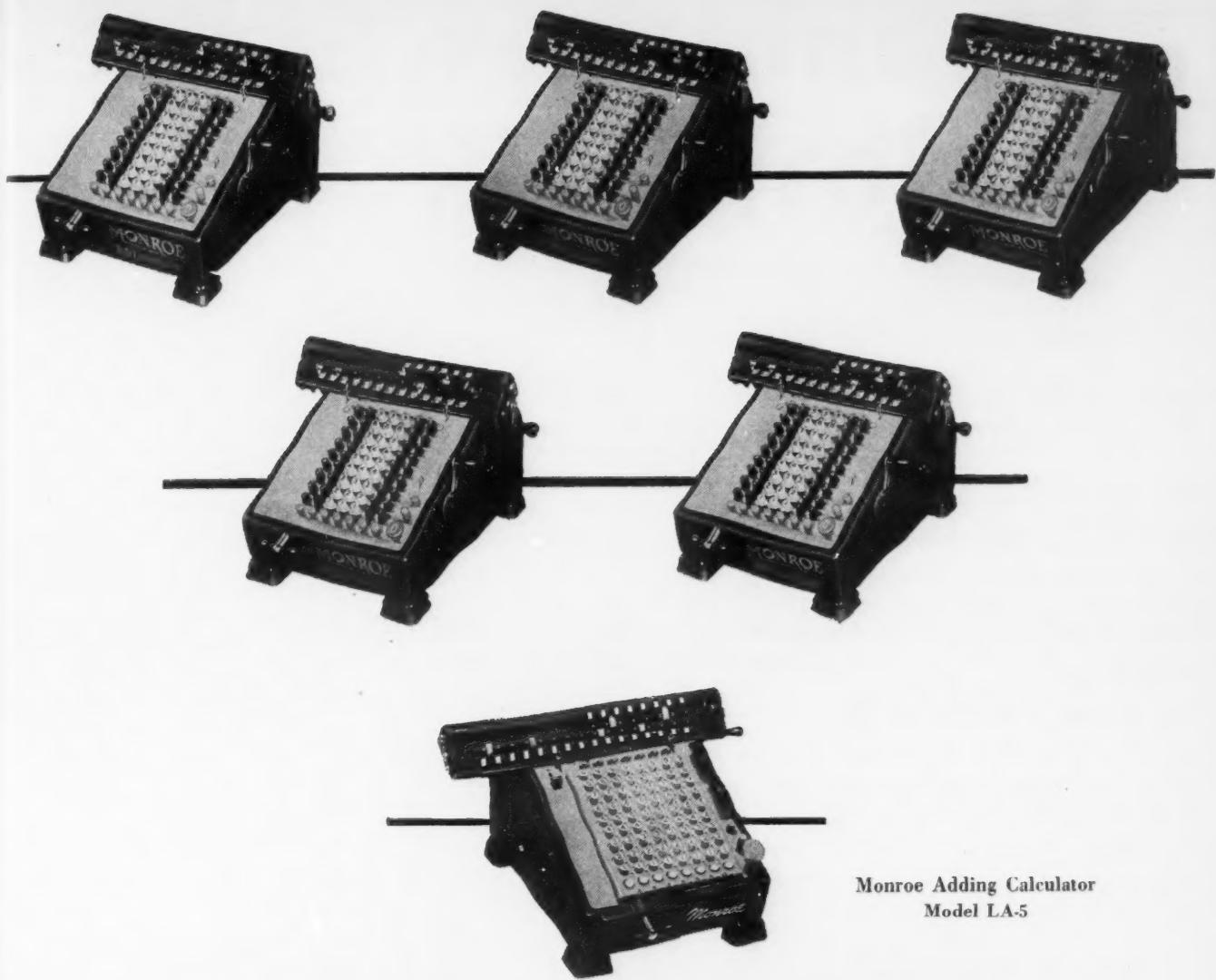
As children grow older, such courses as the art of living and the social studies should offer the opportunity for the organization of children's thinking in the public relations field.—NELLE HALEY, director of elementary education, public schools, Saginaw, Mich.

Guidance Courses

Should guidance be taught as a credit course in high school, or should each teacher take care of this instruction in the homeroom?—R.B.M., N.C.

In answering this question we must be cognizant of the fact that in a relatively few years guidance has greatly expanded in scope. The early concepts of guidance were limited to vocational placement and the selection of curricular offerings. Today we think of guidance as that part of the educational program which assists the student to adjust to his present environment and to plan his life in terms of his interests, abilities and social needs. The major aspects of this service have come to be vocational, moral, social, educational, health, civic and personal.

However, even when guidance was considered in its limited sense, the homeroom alone did not furnish an adequate approach for this service. Most teachers will readily admit that



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the homeroom period all too often has degenerated into a business or study period with too little time and too many students for teachers to carry out an effective guidance program. If we add to this situation the fact that guidance has become a much broader service related to the whole ongoing life of the student, we can readily conclude that a good present-day guidance program cannot be adequately handled in a homeroom.

A credit course or unit of study in the junior high school on the major occupations and educational opportunities, without the pressure of making individual decisions in these areas, has been found desirable in many schools. The eighth or ninth grades have proved to be popular grade levels for these units or courses.

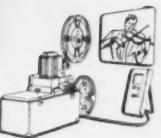
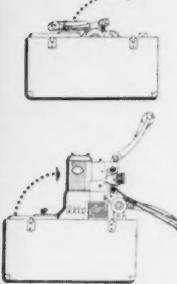
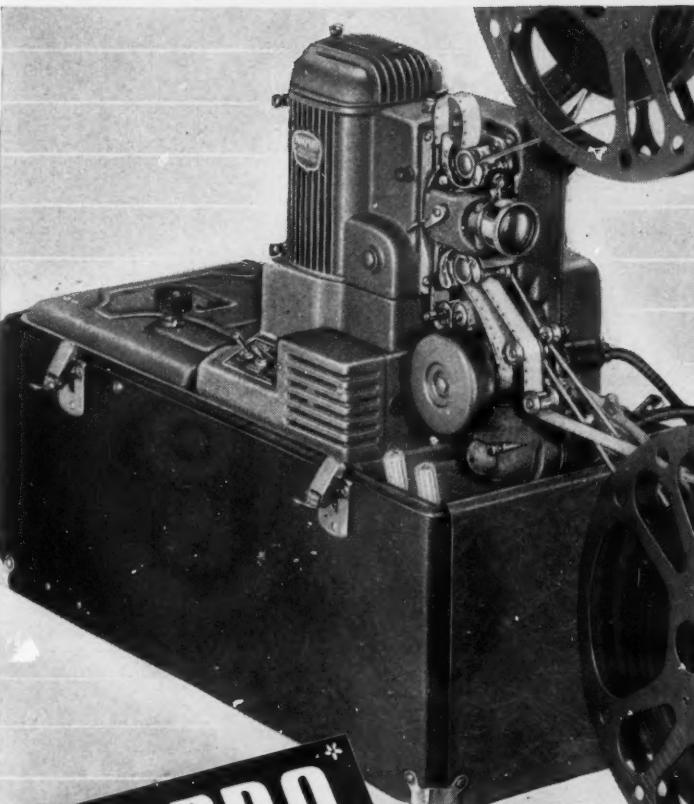
Guidance courses and units of study also are found in the senior years of some high schools. Here the students are encouraged to study vocational and educational opportunities and make individual decisions regarding them.

A traditional type of high school would undoubtedly do well to use the homeroom, units of study in guidance, and as much guidance through the classroom as possible. However, the more modern school will have a curriculum that will accept guidance in its broadest sense as described above. Here guidance will become an integral part of the educational program and will be carried on through core classes, regular classes, extracurricular activities, and guidance coordinators. Obviously, such a program is based upon a functional type of curriculum and upon classroom teachers who are trained in guidance techniques and materials as well as in subject matter. This means a different type of teacher training and in-service training. The modern school will have to make such administrative adjustments as more opportunity periods for teachers, smaller class loads, longer class periods, and individual report forms.

Some schools seem to be moving in this direction already. Guidance in its broadest aspects will be achieved by these schools first. In the meantime, other schools will do well to maintain homerooms supplemented by courses or units of study in guidance, while being determined to move toward the type of curriculum and personnel that will weave guidance into their educational programs to the benefit of all.—
THERAL T. HERRICK, director of curriculum, public schools, Kalamazoo, Mich.

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A complete full size 16mm. sound picture projection outfit—including projector, amplifier, detachable 8" speaker and cord, plus room for extra 400' reel and film—all in one portable case. Measures only 15" x 21½" x 9¾". Speaker can be instantly removed and set up near screen for best sound reproduction.

2. New Remarkably Quick Set-Up

Through new, counterbalancing mechanism, projector swings up into operating position in one easy movement. Permanently attached reel arms swing quickly into position—and in less than ten seconds the Ampro Compact is ready to thread, connect and operate.

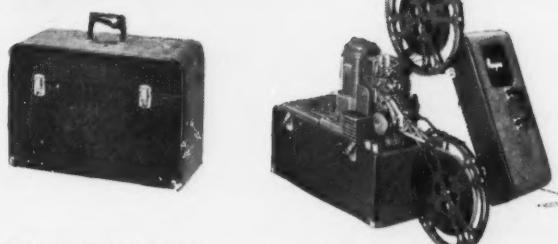
3. Full Professional Quality Projection

The many Ampro quality features, tested in thousands of projectors over many years and through millions of performances, are fully maintained. Not a new untried unit—but rather an ingenious adaptation of a proven 16mm. sound projector. Unusually quiet-running.

4. 100% Availability for Quick Servicing... The entire chassis of the Ampro Compact can be removed quickly and easily from the case. This is the only portable one-case 16mm. sound projector that offers 100% convenient availability for both mechanical and electrical servicing.

Plus New Lower Price and many other new features

Including a new free flow streamlined cooling system—and special cushioning to protect projector mechanism against shocks. An ideal unit for both silent and sound projection for moderate sized audiences where compactness, ease of set-up, portability, quality of projection, are important factors.



TRADE MARK REG. U.S. PAT. OFF.

Send for Booklets

Mail coupon for full details on the new Ampro Compact. Also send 10c for interesting booklet "The Amazing Story of 16mm. Sound Motion Pictures" (the illustrated story of how sound pictures are made and projected)—and FREE copy of "A New Tool for Teaching" (the story of sound films in the classroom)—These informative booklets will be mailed to you postpaid.



AMPRO CORPORATION, 2835 N. Western Av.,
Chicago 18, Ill.

Please send me full details and price of the new
Ampro Compact Projector.

I enclose 10c for a copy of the illustrated booklet,
"The Amazing Story of 16mm. Sound Motion Pictures."

Also send FREE copy of "A New Tool for Teaching."

Name _____

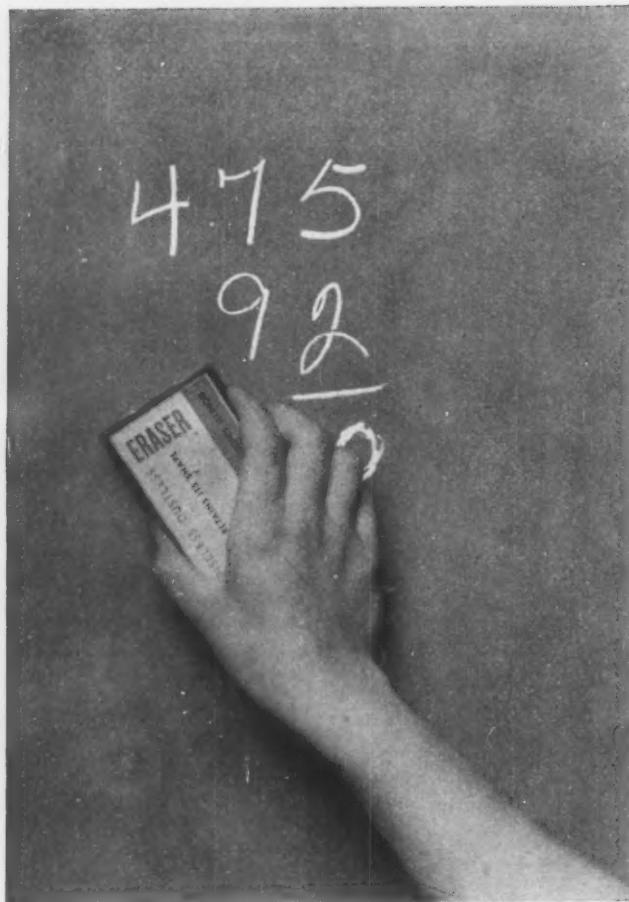
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The AMPRO CORPORATION • CHICAGO 18, ILL. • A GENERAL PRECISION EQUIPMENT CORPORATION SUBSIDIARY

Vol. 42, No. 6, December, 1948



But you can't erase the shadows!

Shadows in a classroom can't be erased—they must be prevented. In a good visual environment, shadows and glare and excessive brightness contrasts are at a minimum because the various environmental elements have all been carefully controlled and coordinated.

The ideal approach to an efficient visual environment is found in the coordinated classroom, and we are happy to say that Wakefield finely engineered lighting equipment has figured

conspicuously in its development. Where color, seating and fenestration have all been brought into balance, it has been shown that the Wakefield Star, the Wakefield Grenadier and the Wakefield Commodore are contributing remarkably to an environment in which seeing is relatively effortless.

We can help you with your classroom lighting problems. Write to The F. W. Wakefield Brass Company, Vermilion, Ohio.

Wakefield Over-ALL Lighting

A BASIC CLASSROOM TOOL



THE GRENADIER II



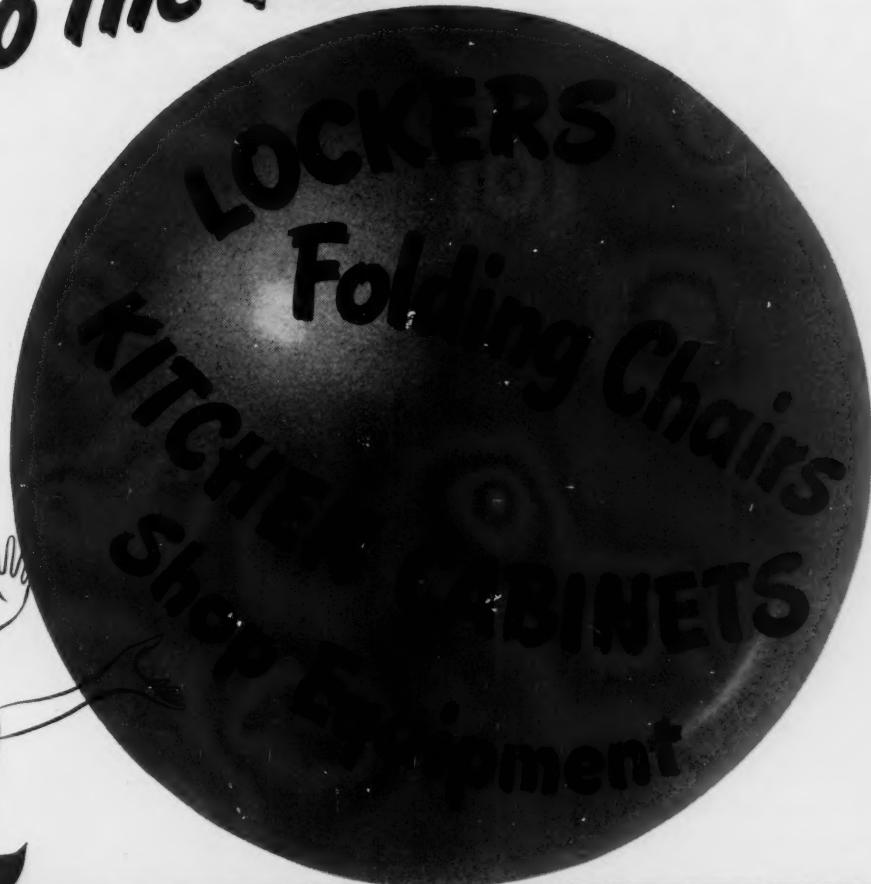
THE COMMODORE



THE STAR



Look into the Future



WRITE LYON INTO YOUR ORIGINAL SPECIFICATIONS

• Your nearest LYON Dealer or LYON District Office can give you information on these items—so that you can include them in your plans for new building or modernizing.

It is to your advantage to anticipate your needs as far in advance as possible so as to be sure of delivery when needed.

In many localities School Superin-

tents working with their board members have been able to furnish us with steel. On this basis, we will buy the steel from you and make prompt delivery of the pound-for-pound equivalent in whatever equipment you need—at regular published prices.

For details, ask your nearest LYON Dealer or LYON District Office.

LYON METAL PRODUCTS, INCORPORATED

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• Shelving	• Kitchen Cabinets	• Filing Cabinets	• Storage Cabinets	• Conveyors	• Tool Stands	• Flat Drawer Files
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"We decided on GAS after a thorough study of fuels and cooking equipment"

Food Administrator **RUTH CLAYTON**, Philadelphia State Hospital

In spite of twenty years of experience with GAS the administrators of the Philadelphia State Hospital made a thorough study of fuels and equipment before placing contracts for kitchen modernization. As a result of this study the hospital executives again selected Gas Cooking Equipment.

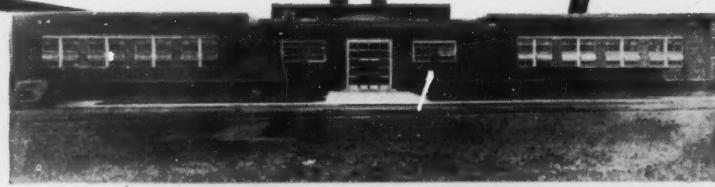
The economics of GAS for volume food preparation is firmly established in hundreds of hospitals and similar institutions. But in large establishments like Philadelphia State Hospital fuel economies are vital operating factors.

Food Administrator Ruth Clayton and her staff are responsible for preparing and serving 21,000 meals daily. In such large-scale institutional feeding these characteristics of GAS are particularly important—speed, automatic controllability, flexibility, cleanliness, economy—and they were vital factors in the ultimate decision to continue with GAS and to modernize with Gas Equipment.

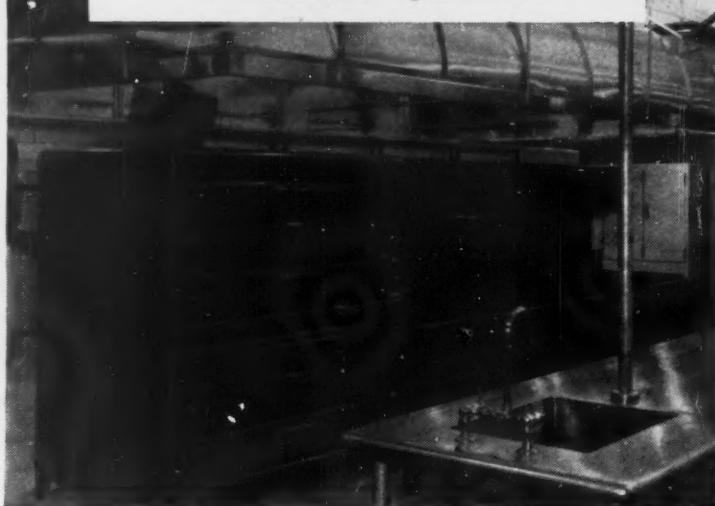
Recently developed Gas Kitchen Equipment makes full use of the characteristics of GAS for

- Baking ● Frying ● Toasting
- Roasting ● Steaming ● Broiling
- Warming ● Sanitation

You'll find it worthwhile to examine some recent GAS installations and your local Gas Company Representative will be delighted to make arrangements.



Two views of the hospital kitchens



MORE AND MORE...

THE TREND IS TO GAS

FOR ALL
COMMERCIAL COOKING

AMERICAN GAS ASSOCIATION

420 LEXINGTON AVENUE, NEW YORK 17, N.Y.



THIS PRINCIPAL WASTES 175 HOURS A YEAR!

The poor fellow pushes Bell buttons
some 5200 times.

Lack of Modern Equipment, leaves this Executive no alternative in preserving School Co-ordination. Every 40 minutes he must get up, check his watch, and at the right time push the class button. Seems silly to waste valuable time that way, because—

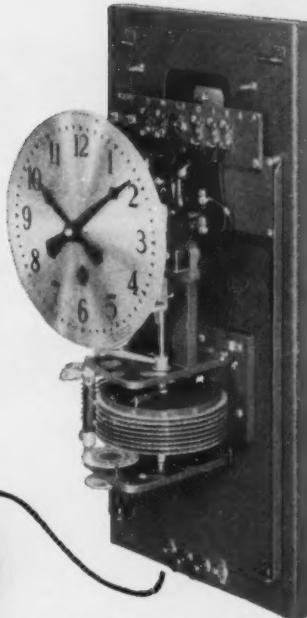
HIS TIME ALONE WILL MORE THAN PAY FOR A NATIONAL
AUTOMATIC BELL RINGING PROGRAM CLOCK



A yard gong or two
for morning, noon
and recess call on
2nd Circuit.



Corridor bells on
one circuit for class
changes.



The Program Clock
in the office that
rings the bells.

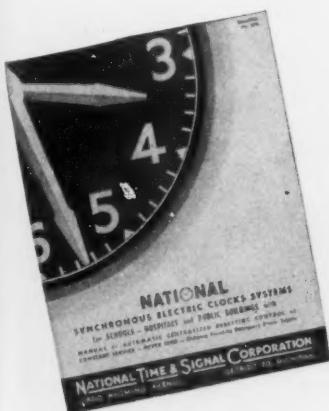
National Program Clocks are not expensive . . . yet they are unfailingly accurate. They coordinate school scheduling, and they

provide uniform class changes for all rooms. They are designed to fit every school requirement . . . to ring bells at any interval you want.

WRITE FOR OUR NEW CATALOG (No. 180).

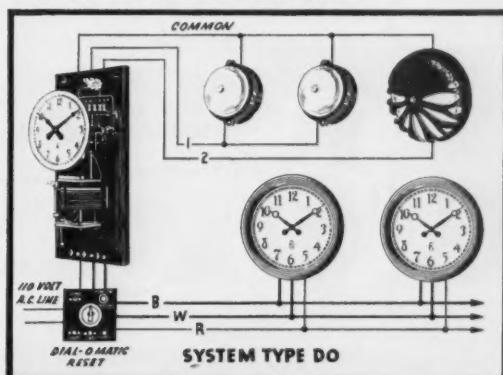
It's non-technical; it illustrates and describes the latest designs in clock and program systems for every size school or pocketbook . . . A handbook of value to every educator and architect, interested in schools.

NATIONAL ALSO MAKES—COMPLETE, CENTRALLY-CONTROLLED PROGRAM CLOCK SYSTEMS. HERE IS ONE POPULAR LOW COST SYSTEM.



Note: Most of the leading School Supply Companies catalog and recommend National Program Clocks and Systems.

TYPE DO is a 3-wire system, with DIALOMATIC remote control resetting after a power failure. If clocks are 10 minutes slow, just turn dial to "10", and all clocks on the system proceed at an accelerated speed until the 10 minutes is caught up. This is the most outstanding advance in clock engineering since the war; costs only a fraction of that of a fully automatic resetting system.



NATIONAL TIME & SIGNAL CORPORATION
21800 WYOMING AVENUE DETROIT 20, MICHIGAN

School Buses As Seasonal As Santa?



NOT ANY MORE!

Custom makes Santa a seasonal visitor—a fortunate fact for those of us who are called on to do Santa's work. But sometimes custom is not so considerate—sometimes it plays a costly, wasteful role.

Take school buses, for instance. For years custom dictated that school buses must be ordered in the spring for delivery in the fall. School buses were like Santa—they were seasonal. War shortages changed this outlook. Demand for buses became constant—it was not confined to only three or four months of the year.

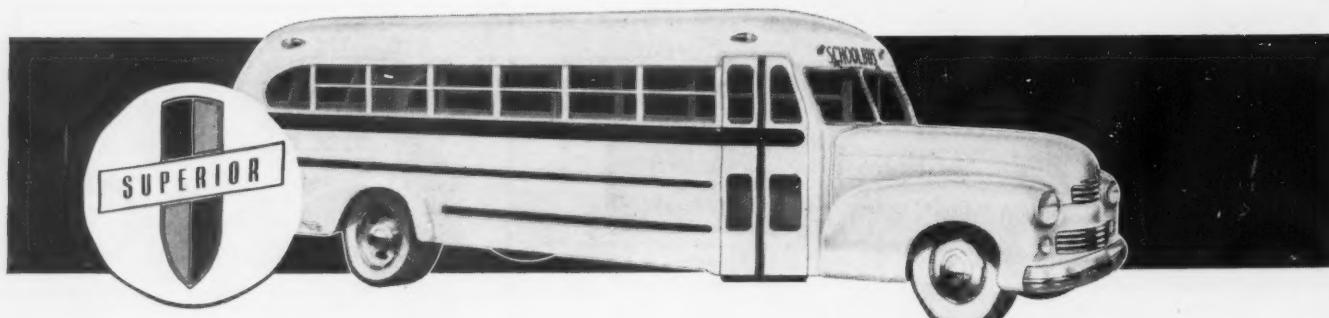
This has worked out to the advantage of both the buyer and the manufacturer. Year 'round buying of buses results in lower costs all around; in better quality and workmanship and in firmer delivery

dates. Year 'round buying eliminates "peaks" in bus manufacture—periods of frantic training of new help to meet delivery dates—help which must be "laid off" and lost when the peak has passed. For buses, generally, are "custom made" to meet state and local requirements.

Unlike Santa, a new school bus is equally welcome at any time of the year. The advantages of year 'round buying since the war have been proved conclusively in lowered costs, better quality and faster delivery. Let's keep school buses out of the "seasonal" class—

LET'S CONTINUE

Year 'Round Buying

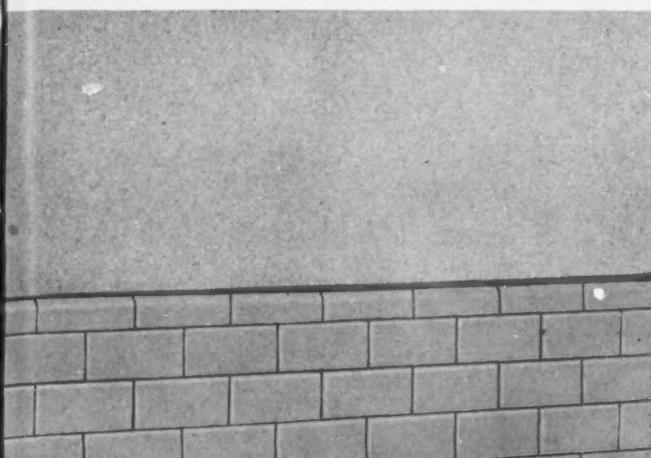


The Superior "Pioneer," world's safest, most modern school coach. Superior has pioneered more safety "firsts" than all other school bus manufacturers combined. That's why Superior is first-in-the-field! Contact your Superior distributor for literature on the Superior All-Steel Safety School Coach. Superior Coach Corporation, Lima, Ohio.

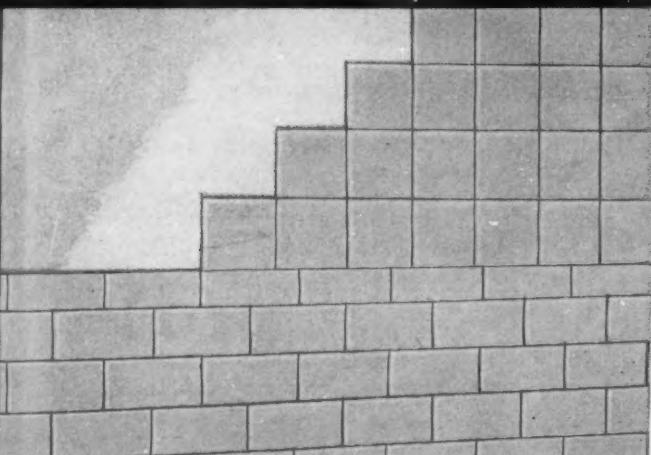
SUPERIOR COACH CORPORATION
LIMA, OHIO

"Mosaic's fast, clean **LOCKART METHOD** CUTS REMODELING COSTS - WITH TILE"

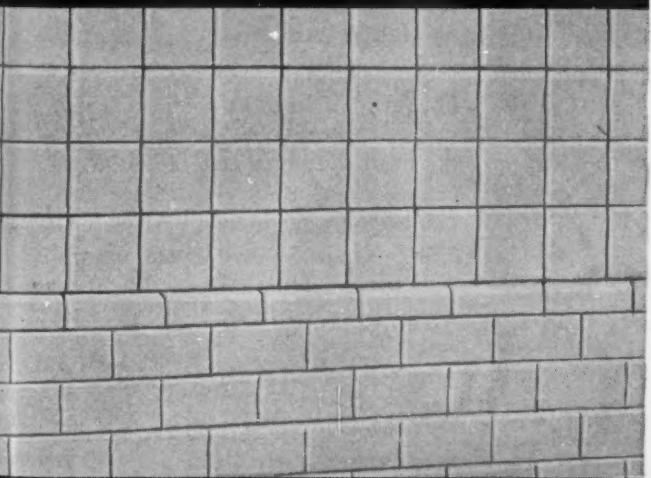
—say officials of school boards, hospitals, hotels,
theatres, churches, institutions and stores



BEFORE REMODELING—No structural changes of any kind are needed. The Lockart Method permits direct tile application to any kind of wall surface.



PROGRESSING—Prime existing walls with Lockart "Primer." Then—a bed of Lockart Expanset. Then on goes tile—faster and with perfect adhesion.



COMPLETED—Hours faster than any other method. There's no dirt or mess. Renovated areas are put back into service much sooner.

now **MOSAIC** tile

can be applied directly over

PLASTER

BRICK

METAL

WOOD

CONCRETE

WALL-BOARD

no metal lath or scratch coat required

Leading tile contractors everywhere are using and endorsing the *Lockart Method* of installing Mosaic wall and floor tile. This exclusive method is clean, fast. It saves up to 30% on application costs on new work . . . up to 40% on renovations, for the versatile *Lockart Method* speeds up the job and there's no dirt . . . no mess.

You save time, money and labor on remodeling, rebuilding or new work. And you reduce your maintenance costs with distinctive Mosaic tile installations. For Mosaic tile brings you beauty that doesn't fade or need renewing . . . that offers years of heavy traffic use without upkeep. Use the speedy *Lockart Method* and Mosaic's wide line of ceramic tile to modernize bathrooms, showers, rest rooms, kitchens, corridors, etc. Tile is easy to keep clean. And Mosaic brings you new, fresh glowing colors in a wide range of both floor and wall tile.

For more details of the *Lockart Method*, Mosaic tile products and for design or modernizing help, consult the Mosaic dealer nearest you, your local Mosaic office, or write to Dept. 3-3.

THE
MOSAIC
TILE COMPANY

Zanesville, Ohio

Member: Tile Council of America

OFFICES IN PRINCIPAL CITIES . . . OVER 2000 LOCAL DEALERS TO SERVE YOU

HOW ACCIDENT REPORTS CAN BE *Misleading*

**Those covering hand brake failures
do not tell complete story**

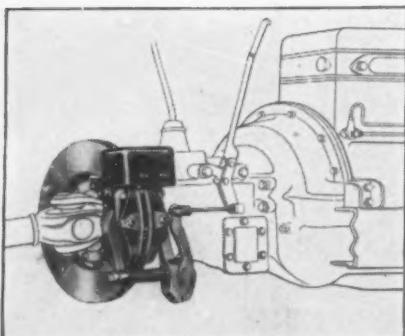
THE TERMS "parking brake" and "emergency brake" are often used interchangeably. This is rather unfortunate, because a hand-operated brake that might pass inspection for parking could be worse than useless in an emergency.

A parking brake need have only sufficient capacity to prevent the vehicle from moving after it has been brought to a full stop by the foot or "service" brake.

On the other hand, a real emergency brake has the capacity to substitute for service brakes in case of service brake failure or to supplement them where only a quick stop will prevent an accident.

ACCIDENT REPORTS DON'T TELL COMPLETE STORY

Interstate Commerce Commission reports covering accidents due to mechanical failure of parking brakes on vehicles other than private passenger cars show 64.2% were attributed to "insufficient capacity" of the parking brake.



Unique design of TRU-STOP Emergency Brake provides for quick dissipation of the intense heat of braking. Result is an efficient, dependable braking system to substitute for or supplement service brakes in emergency.



But I.C.C. has no means of finding out how many other accidents would have been prevented had the vehicles involved been equipped with good emergency brakes.

DRIVERS INSTINCTIVELY REACH FOR HAND BRAKE

Here the human factor enters the equation. Almost any driver faced with an emergency requiring a quick stop or realizing that his service brakes have failed will instinctively reach for his hand brake. He depends upon it whether it is dependable or not. Then, if there is an accident, it will very likely be attributed to some cause other than inadequate emergency brakes—the real cause of the accident.

To quote from an I.C.C. report dated September 23, 1947, "If there is any single part of the vehicle which drivers and carriers feel is not, on the average, suitable for the job it is the parking brake."

GOOD EMERGENCY BRAKES A "MUST" FOR SCHOOL BUSES

Obviously one type of vehicle that must have good emergency brakes is the school bus. A large percentage of new school buses are equipped with TRU-STOP Emergency Brakes. And,

fortunately, most chassis manufacturers provide TRU-STOP—either as standard or optional equipment.

TRU-STOP EMERGENCY BRAKE— ENGINEERED FOR SAFETY

TRU-STOP is an independent braking system with disc type brake. It is engineered to decelerate, stop and hold the loaded vehicle from speeds up to 50 M.P.H.—repeatedly—without damage to brake linings. Thus, TRU-STOP is in every sense a true Emergency Brake—one that will substitute for or supplement service brakes as well as serve as a parking brake.

GREAT ADDITIONAL SAFETY AT NEGLIGIBLE COST

Considering the safety of TRU-STOP Emergency Brakes as contrasted with the hazard of ordinary "parking brakes," the small additional cost of TRU-STOP in proportion to the over-all cost of a bus becomes negligible.

It is important that anyone responsible for specifying, buying or authorizing the purchase of school buses should know the facts about TRU-STOP Emergency Brakes. Write to Department S, American Chain & Cable Company, Inc., 6-235 General Motors Building, Detroit 2, Michigan.

"Tests Show Savings of 15% With Hotpoint Equipment"



Robert Gardner,
Mgr. Morrison's Cafeteria,
Tampa, Florida



At right, Hotpoint baking and roasting ovens in Morrison's Cafeteria Kitchen.

Morrison's Cafeteria Cuts Meat Shrinkage 9% —Saves 10% to 15% in Deep Fat Frying

HOTPOINT Electric Cooking Equipment has proved so successful in the Tampa restaurant of the Morrison Cafeteria Company, that similar equipment now is being installed in its Daytona Beach and Sarasota cafeterias.

"Our tests show that in deep fat frying, we have effected a saving between 10% and 15%," writes E. C. Krug, President. "We also save approximately 9% on meat shrinkage due to excellent temperature control and even heat distribution of the Hotpoint ovens. Ease of cleaning Hotpoint equipment and simplicity of parts replacement add to a savings in maintenance."

Schools find that Hotpoint Commercial Cooking Equipment not only means better, more nutritious meals, but also pays for itself many times over. *Discover* for yourself how Hotpoint brings you 7 big savings every day of the week!

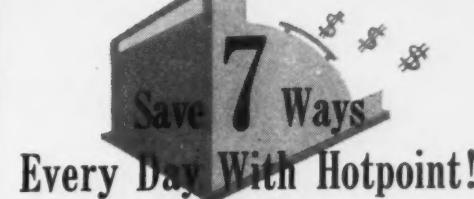
MAIL TODAY

Everybody's Pointing to

Hotpoint
HOTPOINT INC. A GENERAL ELECTRIC AFFILIATE

COMMERCIAL ELECTRIC COOKING EQUIPMENT

Maker of the World's First Custom-Matched Counter Kitchen



Every Day With Hotpoint!

- 1. Saves Food Flavors**—Conserves maximum of natural juices, gives uniform results.
- 2. Cuts Food Costs**—Reduces meat shrinkage, saves up to 60% on consumption of fat.
- 3. Cuts Labor Costs**—Saves hours for cook, saves on cleaning and scouring, too.
- 4. Lasts Twice As Long**—Independent study shows depreciation rate is cut in half.
- 5. Cuts Maintenance Costs**—Analysis shows annual costs average 1-1½% of investment for Hotpoint, 2-5% for most flame types.
- 6. Saves Kitchen Space**—Compact, easy to install in most efficient arrangement without regard to chimneys.
- 7. More Efficient**—Midwestern university tests show that Hotpoint equipment is 2.68 times more efficient than flame type.

Hotpoint Inc., 5696 West Taylor St., Chicago 44, Ill.

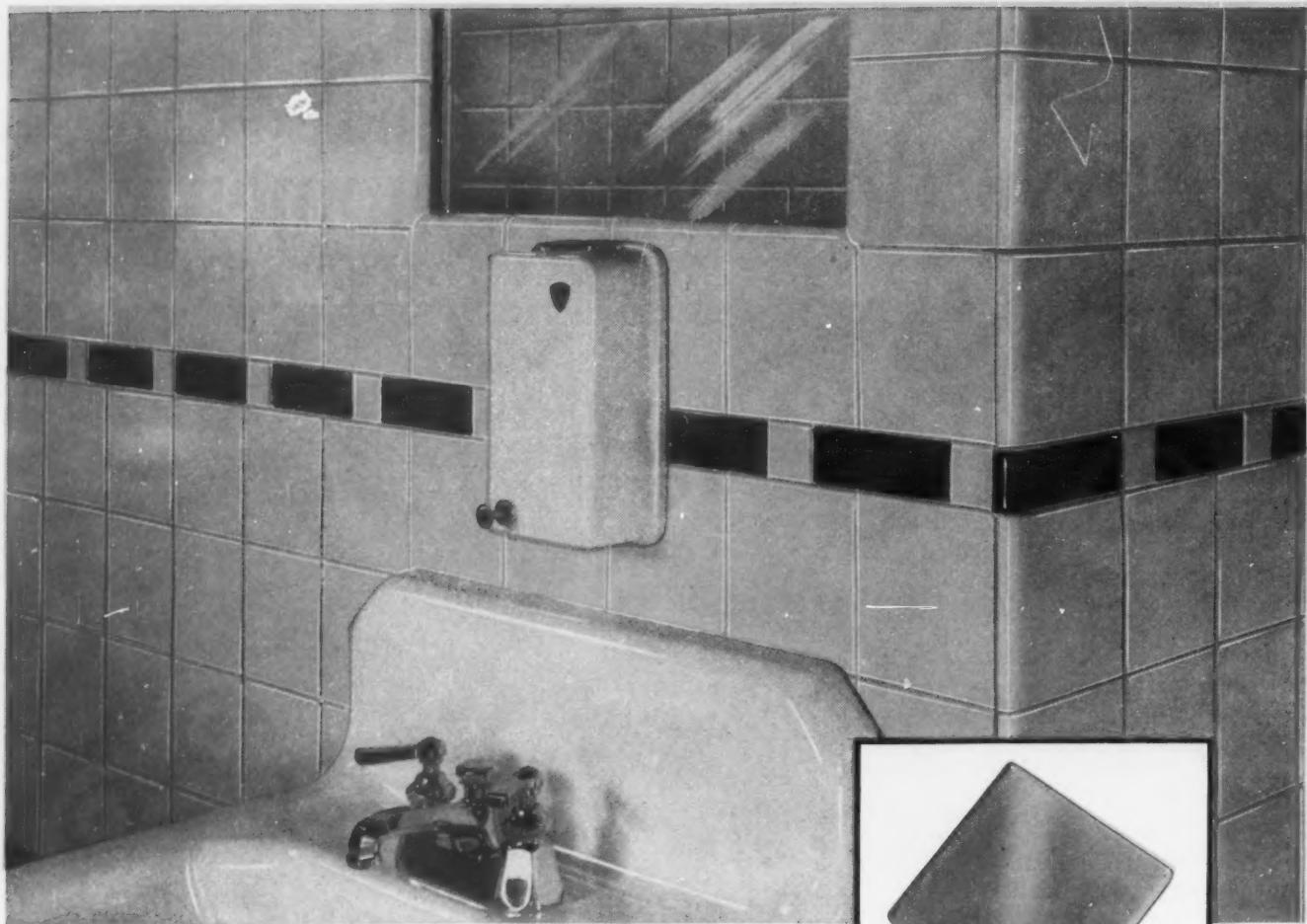
Please send me literature describing users' experience with Hotpoint Commercial Electric Cooking Equipment. Also details of complete Hotpoint line.

Name

Address

City

State



This wall tile never grows old

Because it's porcelain on steel, Armstrong's Veos Wall Tile always keeps its bright, lustrous beauty. Even after years of hard wear, it shows no cracks, no crazing. Veos tile is ideal for washrooms, locker rooms, kitchens, and cafeterias, where walls get harsh treatment. The smooth surface of Veos stays attractive and easy to clean for the life of the building.

The secret of Veos Wall Tile's long life is its unique porcelain on steel

construction. Only Veos is made of genuine porcelain permanently fused to rugged 20-gauge steel. Since the porcelain and steel expand and contract at the same rate, not even severe temperature changes can set up the strains that cause other kinds of tile to crack and craze.

Armstrong's Veos Wall Tile weighs less than one-third as much as clay-bodied tile. Walls don't have to be reinforced to hold it. It is in-

GENUINE PORCELAIN—millions of tiny glass-like particles melted to form a hard, non-porous coating—is the lasting, colorful finish of Armstrong's Veos Wall Tile. Fused to a base of steel at 1560° F., it resists hard wear, won't crack or craze.

stalled quickly and neatly over a specially grooved fiberboard foundation that speeds the job and assures perfect alignment of the tiles. There are ten attractive Veos colors and a variety of shapes and sizes which afford countless design possibilities. Your local Veos Tile contractor can give you full information. Armstrong Cork Company, Building Materials Division, 3712 Frederick Street, Lancaster, Pennsylvania.

ARMSTRONG'S VEOS WALL TILE

Porcelain  on Steel

LOOKING FORWARD

Eisenhower Speaks

IN HIS inaugural address as president of Columbia University, Dwight D. Eisenhower struck deeply and sharply for the fundamentals of American democratic education—freedom of teaching and freedom of learning. Against the current fears induced by the aggressive reactionary propagandas in our country, the Eisenhower address is a much needed and courageous expression of principles.

President Eisenhower believes that "today's challenge to freedom and to every free institution is such that none of us dares stand alone. For human freedom is threatened by regimented statism. . . . The common responsibility of all Americans is to become effective, helpful participants in a way of life that blends and harmonizes the fiercely competitive demands of the individual and of society. . . . To blend, without coercion, the individual good and the common good is the essence of citizenship in a free country. . . . Democratic citizenship is concerned with the sum total of human relations. . . . The educational system, therefore, can scarcely impose any logical limit upon its functions and responsibilities in preparing students for a life of social usefulness and individual satisfaction. The academic range must involve the entire material, intellectual and spiritual aspects of life. . . . This requires a system of self-government which recognizes that every person possesses certain inalienable rights and that rules and regulations for the common good may be imposed only by the ultimate authority of the citizens themselves. . . . Essential also is it that we be ever alert to all threats to that freedom. Easy to recognize is the threat from without. Easy, too, is it to see the threat of those who advocate its destruction from within. Less easy is it to see the dangers that arise from our own failure to analyze and understand the implications of various economic, social and political movements among ourselves.

"Thus, one danger arises from too great a concentration of power in the hands of any individual or group: The power of concentrated finance, the power of selfish pressure groups, the power of any class organized in opposition to the whole—any one of these, when allowed to dominate, is fully capable of destroying individual freedom as is power concentrated in the political head of the state. . . . All our cherished rights—the right of free

speech, free worship, ownership of property, equality before the law—all these are mutually dependent for their existence."

In developing the idea that these forces might wreck our democratic society, President Eisenhower said further: "That day shall never come if in our educational system we help our students gain a true understanding of our society, of the need for balance between individual desires and the general welfare, and of the imperative requirement that every citizen participate intelligently and effectively in democratic affairs. . . . At all levels of education, we must be constantly watchful that our schools do not become so engrossed in technics . . . highly specialized knowledge, and the size of their physical plant as to forget the principal purpose of education itself—to prepare the student for an effective personal and social life. . . . Love of freedom, confidence in cooperative effort, optimism, faith in the American way will live so long as our schools loyally devote themselves to truly liberal education; . . . academic freedom (freedom of teaching and freedom of learning) is nothing more than specific application of the freedoms inherent in the American way of life; . . . to protect academic freedom, the teacher must support the sum total of the principles which, among other things, guarantees freedom for all. The teacher's obligation to seek and speak the truth is further safeguarded by university custom and commitment. There will be no administrative suppression or distortion of any subject that merits a place in this university's curriculums."

President Eisenhower's strong statement of policy stands out in bright relief against the fearfulness of an academic world where most university presidents now fear to speak against the hampering restrictions of pressure groups at all levels of the educational ladder. It is particularly wholesome to have Columbia University, not particularly noted in recent years for academic freedom, assume leadership at this critical time.

Federal Aid

ULTIMATELY the federal government will contribute at least 20 per cent to the support of public education. Before resorting to the strong pressures that accompany requests for federal aid, the teaching profession

should be objective instead of emotional in its approach. It should distinguish carefully between the program of a pressure group and the total welfare of public education and of the people.

In general, most of the states still operate with fairly obsolete and extravagant systems of local school districts. The South continues to support dual systems. With few exceptions, the states maintain antiquated methods of taxation which permit certain groups and certain individuals to escape their just share of taxes. The Farm Bureau constantly acknowledges publicly its attempts and its success in shifting a large share of the burden of taxation from rural to urban dwellers. The pressure group success has created imbalance and unfairness both in local and in state taxation.

All studies on the inability of states to pay have started with the assumption that current tax systems and current revenue indicate real wealth and ability to pay. This is a shallow and dangerous assumption. Tax specialists claim that every one of the forty-eight states can afford to spend much more money on public education than it now does. The money is there if the people desire to spend it on schools.

Unless the states carry out reforms indicated by these conditions and also provide for more efficient methods of administration through reorganization of both administrative structure and tax systems, the possible value of any federal aid will be more than cut in half.

There is another practical consideration that no one, including the educational pressure groups, should overlook. In recent years, proposed federal aid bills have, either through specific provisions or through various compromises, provided loopholes whereby sectarian interests might share in public school funds and thus vitiate the fundamental American principle of separation of church and state and also the principle of undivided school support. Everyone is willing to recognize and support the concept and practice of the privately operated and privately supported protest schools as democratic safety valves. Those who value the American public schools as democracy's greatest implementing agency should think twice before they sell the American people short on any idea of federal aid that does not completely and absolutely maintain the principle of separation of church and state.

Student Questions

IN RECENT months we have devoted some time to the interest of American boys and girls in current events, as evinced by the type of questions they ask in social studies classes. We have talked with secondary school social studies teachers from several Midwest states and also a number of college and university instructors. Here is a generalized list of questions the students most frequently asked:

"Why did we hang the German politicians and generals for their war guilt but permit equally responsible bankers and industrialists either to escape completely or to receive merely token punishments for their war crimes?

"Why are there more Communist rebels in Greece

after more than a year of American aid in money, arms and technical military aid?

"Since the Bill of Rights is an integral part of the American constitution, why is it necessary to have special laws to protect our minorities, including Negroes, Indians, Orientals and Americans of Mexican descent, from undemocratic discrimination?

"Why should the propaganda of government agencies be treated differently from that of commercial, financial and industrial interests?

"Why did we fight fascism and nazism in Europe and Asia when our business and military men are now eagerly stimulating fascism in Spain, Argentina and Greece through the deliberate encouragement of these governments, despite the objections of the democratic nations?

"Why isn't religious freedom granted to the people of Italy although it is an integral part of the peace treaty?

"Why can't taxation be fair and just for all people?

"Why should policemen be allowed to censor the movies we see and the books we read?

"What is the difference in principle between police and pressure group censorship in the United States and government censorship in totalitarian countries?

"Why should worker education be discontinued at a university because of pressure or protest from a representative of industry?"

The teachers may be unable to answer all of these questions, as some of them readily admitted, but this is a healthy list of questions and a healthy sign of stimulation from somewhere, and obviously not only from the social studies classes. They no doubt reflect students' family discussions, reactions to newspapers, radio and newsreels, and discussions among their own age groups. Teachers should encourage and develop adolescents' interest in events such as these which vitally affect individuals and the nation.

Instructors may not always possess enough information to answer all of the questions put to them, but they can teach their students how to approach problems logically and thus develop in the students' minds the concept of the constant search for truth.

Education's Failure

WHENEVER the people think lightly enough of their right of franchise to forget to vote, whenever American men and women so far forget the sense of fair play inherent in the democratic process as to assail political candidates for office with vegetables and eggs, whenever majorities prevent minorities from exercising their full civil rights, we cannot help feeling that at some point the public school has failed dismally in its responsibility to educate for democratic competency.

We must remind ourselves that democratic education is much more than attaining proficiency in the arts of communication. What shall this proficiency avail if democracy is forgotten in the process?

The Editor

The NATION'S SCHOOLS

THAT DEMOCRACY MAY LIVE AND GROW

AMERICAN representative democracy is the finest idea ever conceived for the government of free men. It offers unlimited opportunity for both individual and social growth, provided we implement it. Many strange tongues are using the word "democracy" today to cloak their fundamentally selfish and, in many cases, totalitarian purposes. True democracy must make provision not only for political equality of opportunity but also for economic, educational, social and religious democracy. In some of these areas the American people have succeeded to an unusual degree in the attainment of ultimate objectives; in others we have only begun to have partial progress. During the last sixteen and one-half years I have constantly written about the struggle for democracy in all of these areas and especially in education. This last editorial is really a summary of the most important phases of the struggle and the influences which play a part in it.

OUR DEMOCRATIC CONCEPT

Representative American democracy cannot continue to exist, let alone grow and improve, except as it is implemented in each generation through the development of individual competence in democratic beliefs, attitudes and skills. American genius has gradually evolved a most unique instrument to serve this purpose, the public school. Within the span of little more than a century the public school, *conceptually* nonpartisan, impartial, nonsectarian and classless, has grown from infancy to its large current stature. It is by no means perfect, nor does it always practice its fundamental purposes; we have not even achieved equality of educational opportunity. Yet this school of the people has a tremendous vitality and the inherent power to bring more than a mere dream of democracy to the United States.

Public education can only implement democracy in an atmosphere that permits the uninterrupted flow of ideas and information. It is the only basis on which reflective thinking can be taught. On this basis we can teach the essentials of fair play, justice and tolerance for the views and beliefs of others. This is the democratic way of settling differences of opinion: the crystallization of opinion through open discussion based on all available evidence. This is the method of free men.

Totalitarianism appears in many forms and many guises. It may be of the Left, as in Russia, or of the Right, as strongly expressed in Spain and the Argentine and weakly in other reactionary governments, or it may take the clerical form promulgated by authoritarian sectarian groups. All of these concepts are dangerous to democracy unless the people are fully informed and thus free from fear.

Fear caused by ignorance is the worst enemy of the people. We have seen it lead from confusion and terror to moral disintegration and economic upheaval—the best of all possible conditions for the quick thrust of totalitarianism.

Today both American democracy and American public education are being subjected to overt and direct pressures by groups that seek to develop undemocratic censorship of ideas and information. Many corporations are spending large sums to prevent freedom of expression through their control of advertising in American publications; other corporations have suborned professors in the engineering schools; still others seek to influence the content of courses of study by sensational and dishonest propaganda.

Temporal and clerical authoritarian interests, specifically those of the Roman Catholic hierarchy, have already established wide controls over full freedom of expression by their censorship of books, magazines, newspapers, the radio, the theater, and particularly the motion pictures. Sectarian pressures, from many sources, are constantly trying to obtain a wedge in the door to education whereby they may eventually enter partnership with the American people and the American state. In addition, the Roman Catholic hierarchy is trying at both state and federal levels to nullify the principle of undivided school support and thus bring about official state recognition of sectarian interests.

The pressures of big agriculture, big banking, big business, big church, big labor, big professions, big utilities and all the others are part of the pattern of our technological culture. So long as pressure groups work in free and open competition with one another, democracy can continue to function and improve. When all facts are available and fear is absent, the free choice of the people will continue to act as a balance in all phases of our culture.

MUST BECOME AN ACTUALITY

The public school is the most important single cultural agency, to child, to youth, and to adult. It is the nucleus of our democracy and must become stronger and function more competently each year. The teaching profession must conscientiously face the dangers that threaten democracy and fight vigorously against controlled opinion by always teaching the truth. Its ultimate goal should be the *actually*, not *conceptually*, nonpartisan, impartial, nonsectarian and classless public school functioning in a genuine democracy.

If democracy is to survive every public school teacher must be willing to take the same stand as Thomas Jefferson did when he said, "I have sworn upon the altar of God eternal hostility against every form of tyranny over the mind of man."—ARTHUR B. MOEHLMAN.

THE UNUSED ALLY

A talk with a businessman on what industry expects, likes and dislikes in education

By B. P. BRODINSKY
Washington, D.C.

EDUCATORS have a powerful ally in businessmen and industrialists. But they are an ally whose good will and potential help in getting greater financial support for schools have been practically unused by educators.

It may surprise some school administrators that the principal criticisms businessmen have of public education are as follows:

1. Schoolmen permit low teachers' salaries to exist in far too many localities.
2. They make too feeble an effort to improve teachers' salary schedules and school facilities.
3. School boards and school administrators have an "unrealistic" conception of the resources needed to run a school system.

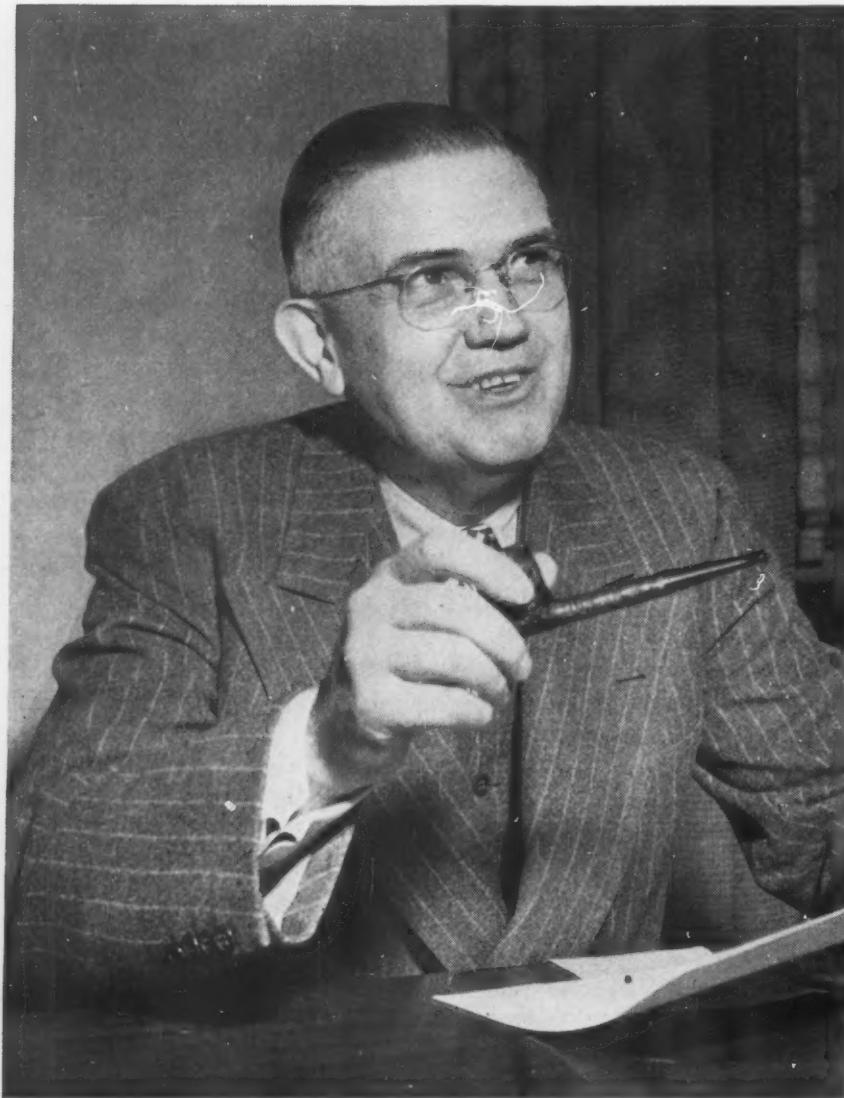
"And by unrealistic," says Earl Bunting, "I mean that many school heads are not spending enough money to attract good teachers, build good plants, and provide good teaching facilities."

We were sitting in the Washington offices of the National Association of Manufacturers. A week before I had submitted to Earl Bunting, the N.A.M. managing director, a tough, threefold question:

"What," I wanted to know, "do industrialists expect of, like and disapprove of in public education?"

The question could not be answered off the cuff, and Mr. Bunting knew it. For that reason he had, several days before our interview, prepared himself by talking with his colleagues, checking with staff members in the New York office of the N.A.M., digging out N.A.M. resolutions and actions, and producing a stack of documents that showed N.A.M.'s activity in education.

Mr. Bunting is a tall, stooping man with well groomed hair and a "bum stomach." The ailment is a factor in his outlook toward education. As a



EARL BUNTING, managing director of the National Association of Manufacturers, speaks officially for 16,500 industrialists who are members of the "new, liberalized N.A.M."

"Many school boards are not spending enough money to attract good teachers and to build good plants. When we businessmen criticize waste in education, we really are criticizing our own disinterest in the schools. Even looked at from the narrow profit motive, we are willing to pay more to get better education. We want children properly trained in the formal courses, but we are equally concerned that the child's attitudes and ideals are developed for healthy social living. The schools must teach the responsibilities of our democracy."—Earl Bunting.

LABOR'S PROGRAM FOR THE SCHOOLS IS THE TOPIC OF BRODINSKYS SECOND INTERVIEW, NOW BEING WRITTEN

youth, ill health forced him to study at home where he developed habits of hard work and concentration.

"I had little formal education, and I had to get schooling the hard way," Mr. Bunting said. But he does not pose as a boy from a log cabin. His father had made a million dollars as a country store operator. Mr. Bunting himself was president of the O'Sullivan Rubber Corporation in Winchester, Va., maker of rubber heels, until he took on the job at N.A.M. He still serves as a director of O'Sullivan, which is the largest taxpayer in Frederick County.

BLAMED AND PRAISED

In addition to being industrialist and taxpayer, Mr. Bunting is also the working head for one of the nation's most influential groups. To the N.A.M. have been ascribed many things—good and evil. Some have said that it ran the 80th Congress. Others have said that it is the "real author" of the Taft-Hartley Labor Law, a charge that would be hard to prove. However, one fact can be proved—that it consists of a group of 16,500 industrialists from all parts of the country who manufacture most of the products America uses. These men and women have chosen Mr. Bunting as their spokesman.

"I took the job," said Mr. Bunting, "because I decided it would give me a chance to work with schools, colleges

and educators and to develop a better understanding between education and business."

Mr. Bunting heads the "new, liberalized" N.A.M. The old N.A.M. of the 1930's which fought social security, labor unions, collective bargaining, and other social improvements had died years ago. The "new" organization has since taken pains to show that industry has a heart and that it has forward-looking views.

To take one example, its annual resolutions on education during the past decade show a change of heart. From the attitude of "Well, I guess we have to spend money for schools," industrialists have passed into "Let us get better teachers by paying them proper salaries."

Here is the record: In 1941 the manufacturers resolved that "reasonable financial support of public education constitutes a necessary claim upon our American society. . . ." In 1942 the manufacturers said that "industry urges its members to assist in the maintenance at all times of an adequate teaching personnel. . . ."

As the years went by, the resolutions warmed up a bit. At the 1946 annual meeting the industrialists declared that "all members of industry should support programs designed to improve the quality of instructors and extend the benefits of education in their own local community."

In the 1947 educational resolution, the industrialists declared: "We have placed in the hands of our school teachers one of the most important tasks confronting us—the job of making patriotic citizens of our children. Let us set ever higher standards for our school teachers and pay them proper salaries for the important task we have entrusted them."

The N.A.M.'s general philosophy summed up briefly is that the state must create a clear pathway of human rights upon which people can travel. Government also must create and maintain police powers so that the little people who walk down that pathway do not get hurt. Beyond that, however, government must keep its hands off.

"We have become so concerned about protecting the people that we are attempting to plan every waking moment of life of every person. Our confusion," said Mr. Bunting, "is that we have suddenly tried to become a world of planners.

"The profit motive is still pretty important to industry," Mr. Bunting said, "but most of us do not hold the old order sacred. We believe in human rights, and we also believe in education."

What, then, do businessmen expect from public education?

MORE THAN THE THREE R's

They take for granted that schools will equip children with basic skills of reading, expression of thought, and computation. But nowhere in his conversations did Mr. Bunting overemphasize the three R's.

"Certainly, businessmen would like their children properly trained in the formal courses of the curriculum. But they are equally concerned that the child's attitudes and ideals are developed for healthy social living," Mr. Bunting said.

"This means that the schools must develop an appreciation for our form of government, an appreciation of the values in a job well done, the ability to get along with people, and respect for the socially accepted moral code.

"Businessmen would have the schools teach to the fullest understanding the meaning of our democracy, not only its freedoms and opportunities but also its responsibilities," Mr. Bunting added.

And while businessmen join in the current popular cry for study of American history, they do not exhibit an

unreasoning zeal on this subject as do some other groups.

"Businessmen agree that there should be at least a minimum amount of American history required of all students," declared Mr. Bunting. "However, studies in American history should be accompanied by full consideration of current events, on the local, domestic and international scenes. We should also like to see the public schools place greater emphasis on political and social studies in order to close the gap between the greater advances made in the physical sciences and the relatively small advances made in the social sciences."

Industrialists point to a blind spot in the teaching of history. They would like to see the story of American manufacturing covered in all grades through college.

At its last convention the N.A.M. went farther. It called for widespread visits to manufacturing plants by high school and college groups as a supplement to the teaching of American civilization. Such visits should include girls as well as boys. They should be a definite part of the education of our young people, the resolution concluded.

In Philadelphia, Baltimore, Cleveland, Denver, San Diego and in many Michigan towns such visitation has been carried on successfully. Even educators little concerned with the aims of the N.A.M. endorse visits to plants for the same reason they endorse visits to the city hall, labor union meeting, or museum. Field trips are an essential part of a rich curriculum.

APPROVES LABOR STUDIES

"To balance the study of industrialism, would you object if the schools taught about the contributions of labor and about labor unionism generally?" I asked.

"No, indeed," was the quick reply. "We should welcome it. It would be a great thing if more of us and especially if more of the labor leaders understood the average worker as a human being, had more training in collective bargaining, and understood the true purposes of a labor organization."

"In your opinion, how alert have schools been in using the newer aids to teaching, such as motion pictures and radio?" I asked.

"There is no question that schools have been backward in this respect

because they haven't had the money. We in business use slides, motion pictures and other devices in sales meetings and to train our salesmen and operators. Business is one of the biggest users of motion pictures for internal operations. Many of our plants, shops and offices are also wired for music and for quick communication. Schools, too, must begin to use on a wider scale these aids."

HOW VOCATIONAL COURSES BEGAN

Fifty years ago, American industrialists, fearing that European industries would grab world markets with products made by skilled workers, began the movement that brought about the great vocational education programs in this country. Because of this origin, vocational education has been accused in the past of being a tool of industry for its own aggrandizement.

If that was ever the case, things have changed. Businessmen no longer look upon public vocational departments and schools as centers for producing skilled labor. Most companies today prefer to train their men and women for their own specific needs.

"Businessmen appreciate more the broad general education that vocational schools are giving their graduates," asserted Mr. Bunting.

"There are other qualifications necessary to any job besides its actual mechanics," Mr. Bunting said. "A sense of responsibility, good will, perseverance, courtesy—all are considered by businessmen to be of the highest importance in hiring an employee. Any plant can train a youth to operate a lathe or to do a job in a mass production process. Only the school can equip that youth with the qualities of a good citizen, a good worker, and a thoughtful human being."

Mr. Bunting recalled that in the past some schools offered vocational training for jobs that did not exist in the community or for jobs that could absorb only a few workers. The majority of the businessmen are now pleased that public vocational schools are learning to take the pulse of the labor market, locally and nationally, as they plan vocational courses. The war has taught shop, trade and industrial teachers to work closely with manufacturers.

"We shall have to have more such close cooperation not only for industrial jobs but also for business

and commercial jobs," Mr. Bunting observed.

"On the whole, then, would you say that businessmen approve the work and results of public schools?" I asked.

"Yes," was the reply. "And further, businessmen appreciate that by far the greater majority of our educators are strong believers in the American way of life. We also believe that educators are vigorous supporters of our system of free enterprise. That naturally pleases us."

"What else do you approve of in the public schools system?"

"I believe that businessmen generally approve of the fact that educators are constantly trying to find ways to improve the curriculum, especially of finding a balance between vocational and cultural subjects. We also approve the increasingly strong linkage between what goes on in the classroom and what goes on in the realities of daily life."

"Then businessmen would approve of teaching methods which call upon the newer findings of the psychology of interest and individual differences?"

"I think that the average businessman is in favor of all new developments in education that can be carried on without sacrificing the fundamentals," Mr. Bunting replied.

Throughout our conversation Mr. Bunting stressed the fact that he assumed that the schools would not abandon "the basics," "the fundamentals," or the "teaching of the traditional subjects."

FOR THOSE WITH LIMITED ABILITY

Another things that pleases businessmen is the trend to train students of limited ability in semiskilled and unskilled jobs. This is much better than forcing them to learn a high skill where they would be unable to compete for a job with far abler workers, according to Mr. Bunting. The effort toward vocational training of handicapped youths is also of keen interest to many businessmen who are learning the amazing kinds of jobs disabled people can do.

I interposed here:

"Wouldn't it follow then that businessmen would approve special education for handicapped children in the elementary and secondary schools, expensive though it may be?"

"Yes, it is a good investment," he replied.

From time immemorial some businessmen, obsessed with the importance of efficiency systems, have wanted to transfer that "efficiency" to schools. Right or wrong, businessmen have a feeling that school administrators should bring a greater sense of "business acumen" to the running of schools. And there is the perennial cry to eliminate waste in schools.

Mr. Bunting takes this attitude: He realizes that a school system is not a business corporation, that the primary ends of each are vastly different. He does not want school heads to turn efficiency experts.

"When we criticize waste in education we are really criticizing the businessmen's own disinterest in the schools," he said. "We have been so busy making money that we have failed to give to the schools the benefit of whatever experience and wisdom we have. It is true that here and there second-string businessmen are members of boards of education. But boards of education deserve top-flight men and women. That is why we are encouraging members of industry to seek office on school boards and to give generously of their time to educational questions. Wouldn't you agree that the businessman can help a board of education on such questions of proposed school budgets and

control of expenditures?" he asked.

"Wouldn't the businessmen tend to keep down costs and save dollars?" I countered.

"We would save dollars where they could be saved. But in most instances you'd discover that business would support larger school appropriations for better programs of education. In fact, if there is any one criticism that business has of education, it is that school boards are unrealistic on the question of how much it takes to run a school system."

"But would businessmen be ready to tax themselves and their property at a higher rate in order to increase school revenues?" I asked.

"There is no question that they would," Mr. Bunting replied, "if they are convinced that the money would be spent economically for good schooling. Let me put it this way:

"If, after all proper economies have been effected consistent with good school administration, the businessman recognizes that a higher level of educational attainment can be reached by increased taxes, and if more competent people can be attracted to the teaching profession by increased salaries, it can be assumed that businessmen will stand behind such increased taxes.

"Does it surprise you that business-

men are willing to spend money for education? Remember this: we have learned during the last generation that it is good business to meet the needs and answer the fears of the average worker. We have learned that if we can help the worker protect himself against the hazards of sickness, unemployment, old age, and accident, we shall have a better, more satisfied employe who can turn out more and better products.

WILLING TO PAY MORE

"Now then, the average good business pays its share for old age and survivors insurance, for unemployment compensation, some medical aid, hospitalization, accident insurance and, very frequently, special retirement benefits. It accepts these costs as normal. By the same token, businessmen are learning that better education is also one of the services that the average manufacturer must support.

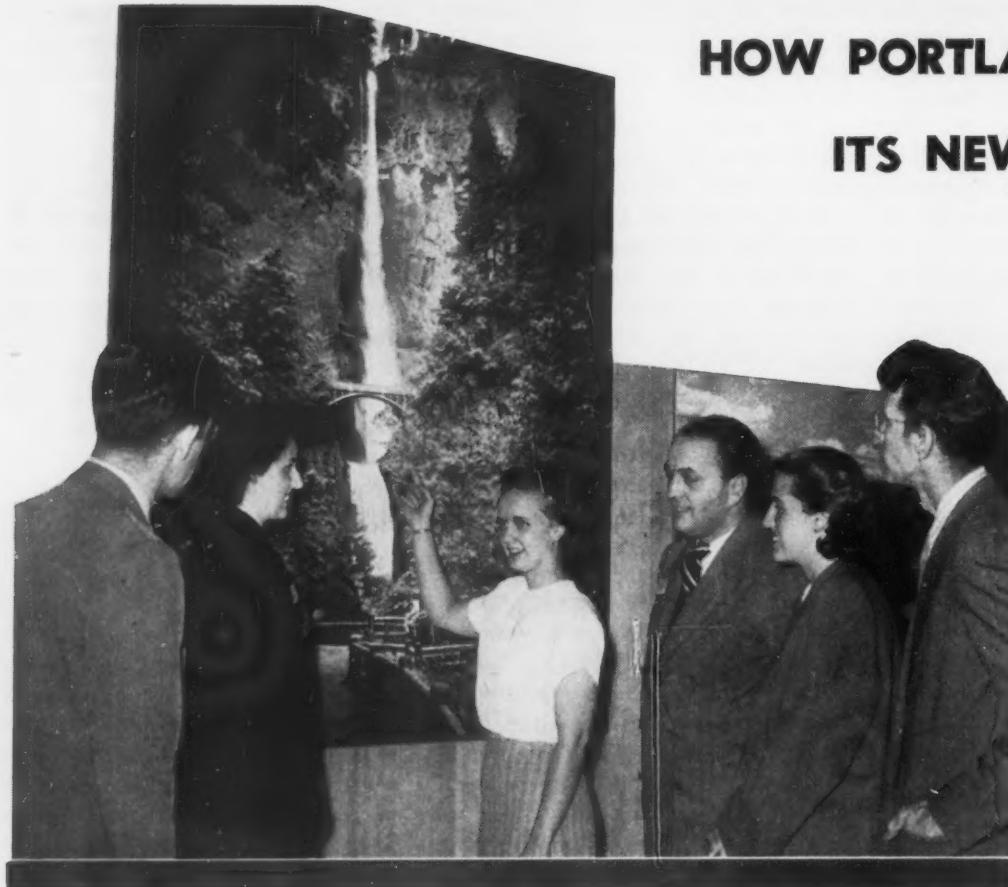
"Even the businessman who measures values on a dollars-and-cents basis agrees that an educated community is a better place from which to draw labor and a better place in which to sell goods. Therefore, even looked at from this narrow profit motive basis, businessmen are willing to pay more if they will get better education."

CHRISTMAS 1856

Just before Christmas of 1856 the first kindergarten in America was founded at Watertown, Wis. Mrs. Margarethe Meyer Schurz, wife of Carl Schurz, noted German reformer, opened the school with six pupils. Costumes and furniture of the period were presented to the Wisconsin State Historical Society by the Committee of Wisconsin Women, following the display of twelve rooms, including this one, at state centennial.



HOW PORTLAND GREETS ITS NEW TEACHERS



Teachers get advance briefing on Oregon sights in preparation for Loop Highway trip. Organizations furnish automobiles and drivers for jaunt.

GEORGE W. EBAY

Assistant Superintendent in Charge of Personnel
Public Schools, Portland, Ore.

THAT in any organization there is no substitute for competent, happily adjusted personnel is a basic principle upon which executives will agree—whether they be in industry, the armed forces, public school systems, or other types of organizations.

This is the story of how one organization, the public schools of Portland, Ore., developed a program to facilitate the adjustment of newly elected teachers to school and community.

Last spring at a staff meeting Supt. Paul A. Rehmus, his deputy, and three assistant superintendents raised this question: How can we induct our new teachers so that they will be fully prepared psychologically for the opening of school, so that they will quickly become part of the "we" group in the school system and the community?

Like most administrators, we felt we knew some of the answers. But because we sincerely believe that the pooling of intelligence for the solution of a problem is one aspect of democratic administration, the problem was delegated to the personnel division,

with the understanding that various groups would be given an opportunity to participate in the development of the plan. Georgia B. Howe, supervisor of special projects, was assigned to the personnel division to work actively in the organization of the program.

The heads of the four teachers' organizations and two administrators' groups contributed their ideas, as did a committee of principals at the administrators' workshop and the steering committee comprised of persons representing a variety of backgrounds. Probably as practical and beneficial suggestions as any came from a group of fifteen first-year and second-year teachers selected from schools located in various parts of the city. At a quasi-social meeting they "let their hair down" to offer numerous constructive suggestions.

WHAT THEY NEED MOST

Space does not permit enumeration of all the ideas that emerged through this process of group thinking, but there was general concurrence that the

following are major needs of new teachers:

1. To be adequately housed in an area as readily accessible as possible to the school in which they will teach.
2. To feel that they are working in a friendly atmosphere with teachers and administrators and a lay public that "includes them in" and respects them as individuals.
3. To become familiar with the community and its environs—the social, cultural and recreational opportunities of the environment.
4. To become acquainted with their co-workers, from the teachers within their building to the members of the board of education, and to understand the operating relationships within the organization. It seems especially important that they meet other teachers who, like themselves, are new to the system and have similar problems.
5. To know the philosophy and practices of the system so that they may be aware of what is expected of them.
6. To understand how and from whom they can obtain help in improving their teaching—with respect to methods and to teaching aids and supplies.
7. To be familiar with professional organizations, certification standards,

Supt. Paul A. Rehmus jokes with two new teachers at picnic honoring all newcomers; hostess organization, Council of Parents and Teachers.



in-service training requirements, health service plans, and even the teachers' credit union (since new teachers sometimes need financial assistance early in the year).

Concerning the length of the induction period there were differing views, but the consensus was that it should precede the opening of school. Finally, it was decided that the period should be two weeks before school and participation optional, since no provision in the budget had been made for paying new teachers before school opened. Though some planners felt the period was longer than necessary, the difficulty of housing between 200 and 300 new teachers outweighed other considerations. Portland is not only a city of rapid recent population growth but also the community that has absorbed many Vanport flood victims.

ORGANIZING THE WELCOME

To prepare for the induction period, school personnel carefully organized the program, published an attractive up-to-date teachers' handbook, and established a housing bureau. Local newspapers cooperated with stories on the need for housing. Classified advertisements were run on the "hard to get" item, namely, inexpensive furnished apartments, particularly those

available to teachers with children. Close liaison was established with federal housing authorities in order to facilitate the finding of homes for married veterans.

On June 16 newly elected teachers were sent their first letter about the induction period. It said in part:

"Though participation in this program is optional, we strongly urge you to avail yourself of this opportunity. It will enable you to become satisfactorily housed prior to the opening of school and to become better acquainted with Portland, its environs, and your new school situation. It is our desire to make your advent into our community as satisfactory and as pleasant as possible."

Accompanying this letter were two questionnaires: the first was a brief one to ascertain whether the teacher would participate in the full induction program and, if not, when he would arrive; the second, a housing questionnaire listing eight types of accommodations and asking the teacher to indicate first, second and third choices of living facilities. Responses to the second questionnaire gave us the necessary information to tackle what we felt would be our biggest problem in teacher adjustment. The first questionnaire indicated the participation we

should anticipate. We were pleased to learn that 73 per cent of the teachers would participate in the entire program and that another 20 per cent would be present for part of it.

The detailed chronology of the Portland induction period as it materialized is relatively unimportant, since the program elsewhere must be adapted to local circumstances. Obviously, assistance with housing is important on the first day and must continue until all teachers are satisfactorily housed. It is likewise obvious that the new teacher should meet his principal and other key people in the system early in the program.

For the most part, *what* was done is far more important than *when* it was done. Though some of the activities do not lend themselves readily to classification, they may be divided roughly into: providing housing, acquainting teachers with the Portland schools, and familiarizing teachers with the community.

On the first day of the induction period, after registering, being greeted, and receiving their final assignment letters, new teachers were assisted with housing. Listings, ranging from rooms in private homes to completely furnished houses, had been divided into seven groups based upon the system's comprehensive high school districts. Many automobiles with drivers, provided chiefly by teachers' organizations, were available to transport new teachers in their search for desirable accommodations.

Many found satisfactory housing on the first day, a large majority by the end of the first week, and almost all by the end of the second week of the induction period. A few new teachers still wanted to look for more desirable housing. The housing bureau continues in operation to serve not only new teachers but also those who have been in the system for a longer period of time.

INTRODUCED TO SCHOOLS

Early in the induction program the new teachers met the superintendent, his deputy, and three assistants. Each of the five spoke briefly on his major responsibilities. Supt. Rehmus described his relationship to the board of education, some of the major problems confronting board members, and their tireless efforts to improve the educational program.

The deputy superintendent traced the growth of the Portland school sys-



Deputy Supt. J. W. Edwards discusses with new teachers plans for one of the new schools being built for city's expanding school population.

tem and explained how the \$25,000,000 building levy just passed by the public would be spent. The assistant superintendents in charge of administration, curriculum and personnel outlined the functions of their offices.

New teachers in each building met their principal, had luncheon with him and were taken by him on a tour through the school and its community. Later in the induction period a day was scheduled during which teachers could arrange their rooms and obtain necessary supplies and equipment.

INTRODUCED TO BOARD

At a "crab Louis" and boysenberry pie luncheon provided by the board of education, the teachers met the members of the board. The president of the board expressed the desire of the public for a high type of educational program.

All directors and supervisors were introduced. Opportunity was provided for new teachers of similar grade and subject interest to confer with as many supervisors as they desired. A few well qualified, experienced teachers assisted supervisors with these conferences.

The directors of instructional materials and child services explained their programs. On a conducted tour of the administration building, new teachers became familiar with the audio-visual aids department, the professional library, and the special education department.

A representative from the state department of education explained certification requirements and answered questions about group and individual problems.

Members of the administrative staff described the provisions of the tenure law, the retirement plan, sick leave allowances, arrangements for providing substitute teachers, and the pay roll system.

The hospital and medical plans for which pay roll deductions are authorized were described.

New teachers had an opportunity to become acquainted socially with their principals and with one another at parties planned and financed by the principals. All high school teachers attended one party. Elementary principals with schools located in the same high school district organized parties to entertain their kindergarten and elementary teachers.

Married teachers, and their wives or husbands, were invited by Miss Howe and the superintendents to a dessert supper in one of the community's lovely gardens.

INTRODUCED TO PEOPLE

To acquaint teachers with the Columbia River Gorge, the Hood River Valley, Mount Hood and Timberline Lodge, an all-day trip around the Loop Highway was arranged. Automobiles and drivers were provided by a number of organizations, including the

A.A.U.W., Junior League, Women of Rotary, Women's International League, Council of Church Women, Women of Kiwanis, Delphians and the League of Women Voters. Portland restaurateurs prepared box lunches and the Hood River chamber of commerce provided the teachers with dessert and coffee.

The Portland Council of Parents and Teachers invited all new teachers, their families, and all administrators and supervisors to a picnic luncheon in one of the city's parks. Teachers not only were welcomed generally by the Portland council but also had an opportunity to meet officials from their local P.T.A. groups as part of the afternoon's program.

A talk by Frank Branch Riley, noted lawyer and publicist of the Pacific Northwest, and a technicolor motion picture on Oregon familiarized teachers with the beauties and resources of the state.

At a tea held in the Portland Art Museum, sponsored jointly by the four teachers' organizations and the Teachers' Credit Union, Ernest Haycox, one of Portland's distinguished authors, talked about Oregon history.

Senator Wayne Morse spoke to the new teachers about legislation of national and international importance and, particularly, his efforts to obtain federal aid to education.

The Civic Theatre and the Portland Symphony Orchestra invited the new teachers to an evening of entertainment at the theater. They were encouraged to participate in the activities of both organizations.

The teachers' handbook described other social and recreational opportunities in Portland and the surrounding area, and new teachers were urged to enjoy these advantages fully.

GETS WIDE ATTENTION

Whether the Portland induction period merits the national attention it has received is a question others are better qualified to answer. All of us who contributed to the program are convinced it has achieved its purposes. No better commentary exists than the increased enthusiasm and camaraderie among our personnel—not only among the new teachers but also among those who welcomed them. Equally important is the aroused interest of the community, best expressed in a local newspaper editorial tribute entitled, "Teachers Are Important," which ranked teachers "among our first citizens."

BUDGET MAKING NEED NOT BE A CHORE

*In fact, you can make a game of it,
but you'd better play the game well*

HAROLD H. CHURCH

Superintendent of Schools
Elkhart, Ind.

PREPARING the annual school budget, like most of the other responsibilities of the school administrator, can be easy if the superintendent understands and plans the work.

Some superintendents, no doubt, make budget preparation a chore, while others make it a game. Regardless of whether it be a chore or a game, it is the financial life line of the school, and someone on the administrative staff had better do it well, or the entire school will suffer.

Some years ago a superintendent in a city of 25,000 population delegated the budget making to a secretary. After the budget had been passed, it was discovered that the tuition fund from which teachers' salaries were paid was short \$50,000. No amount of explaining could placate either the teachers or the board. The mistake cost the superintendent his job. Unfair, you say. Maybe, but the superintendent is responsible for everything that happens in his school.

The budget is clearly defined by Carter Good in his "Dictionary of Education" as "an estimate of proposed expenditures for a given period or purpose and the proposed means of financing them." This article will not attempt to describe the steps in budgetary procedure. It will merely explain some of the procedures that I have found through experience to be effective. Although the article will refer only to teachers and educational budgetary procedures, most of what is said will apply to other school employes and their wants and needs.

What makes one budget a good one and another a poor one is the way in which it is prepared, presented and administered.

DEMOCRATIC APPROACH

The democratic approach to the preparation of the budget results in a better budget and a better informed staff. The educational needs for equipment, materials and supplies are best

known by the teachers who use them. At first they may not know which of these items are most reasonable in price or what variety or kinds are available. However, it is a simple matter to keep key staff members informed by directing advertising literature to their attention, by making catalogs available to them, and by holding occasional informative meetings.

Such a procedure has many advantages. It promotes increased responsibility. It eliminates dissatisfaction on the part of the teacher because the purchase was of his own choosing. It makes the teacher more conscious of values and usually results in a more conservative use of materials and equipment. It promotes an appreciation and understanding of the budget. It stimulates a better and wider use of modern instruments of learning. It puts the superintendent in partnership with the teacher.

To invite staff members to participate in making the budget is not enough. Besides keeping them in-



formed, the superintendent should set aside a special time at which requests for appropriations will be considered. This is better than for him to consider requests any time during the school year. A good time to have teachers present their requests is before the close of the school year—assuming

that budgets are reviewed during the summer—when staff members are planning their work for the following year.

Special forms prepared by the administrative office promote uniformity; if they are used, requests for materials will not have to be returned for further information. A mere request for a set of toys for a kindergarten, a curtain for a stage, a series of slide films for American history, or a new bookcase does not give sufficient information for the purchasing agent. The form should provide space to describe the article, give the catalog number, the name of the company from which the article can be purchased, and the price.

A separate appropriation request form should be filed for each type or kind of article requested. This allows for greater flexibility in allocating the appropriation to the proper account, simplifies the procedure in ordering, avoids mistakes and makes it easier to inform the key staff member if the request is denied. If the request is an unusual one, it should be accompanied by reasons why the appropriation should be honored.

Finally, the form should contain the usual type of information, date, name of person making the request, building and the like.

SUPERINTENDENT RESPONSIBLE

Although the staff may be encouraged to assist in making the budget and although the task of preparing the budget may be delegated to a member of the administrative staff, the superintendent must assume the final responsibility for it. He must, therefore, keep himself informed on the major items of the budget and as many of the minor items as possible.

Also, the school head must retain for himself the authority to remove any items from the budget or add any items to it before presenting it to his reviewing board. Any items that

promote inconsistency in advancing practices or procedures that are not in harmony with the philosophy of the school and any items that represent an overemphasis or overexpenditure on certain departments will have to be removed, while others may have to be added.

The superintendent probably is the one person who best knows the financial limitations of the taxing unit. If he is certain that the budget is excessive and will not be supported, he will do well to limit the appropriations, or at least be prepared to omit the items that can be eliminated with the least harm.

If a budget item is cut, staff members should be told why the request was denied. As partners in the preparation of the budget, they will want to know. If they are not informed, they will soon lose interest and probably feel offended that the superintendent has not confided in them.

CONTINUOUS PLAN

Even though staff members are urged to make their requests at a certain time of the year, the persons charged with the responsibility of preparing the budget will do well to adopt a continuous plan of budget making. Such a plan requires less work, avoids errors and forgetfulness, provides the right kind of information at the time it is needed, avoids hurried consideration of budget requests during the ac-



tive period of budget making and simplifies and makes more reliable the actual preparation of the budget.

An adequate and simple continuous budget file can be made with four folders: one for educational appropriations, another for teacher and employee salaries, another for operation and maintenance appropriations, and the last one for sources of revenue. This pattern can be expanded in accordance with the need and the desire of the budget maker.

Many states require standard forms to be used for the annual school

budget. Such forms should be considered as minimum rather than maximum requirements. It is doubtful if any of them are adequate or contain sufficient information for a thorough and understandable review of the budget.

An informative budget should present the specific financial needs of the school and the potential sources of revenue in a clear and convincing manner. Most school board members are busy people, and some are uninformed; they will appreciate a concise statement of the facts.

Such a budget might consist of five parts, (1) a preliminary statement of what a budget is and how it can be interpreted; (2) a comparative summary, including information for the previous two or three years of total appropriations, funds to be raised locally, and the local tax rate for school purposes; (3) a justification sheet giving reasons for unusual increases or decreases in appropriations or tax levies; (4) a detailed statement of appropriations, including comparative data for the previous two or three years, properly and clearly itemized according to standard budgetary procedures, and (5) a similar detailed and comparative statement for anticipated sources of revenue for the same period.

PREPARE PUBLIC

The superintendent should prepare the school board and the public for the consideration of the annual budget by telling them how to interpret the budget and how to compare it with school budgets of other school communities. Few board members are sufficiently conversant with school finance to detect casual and sometimes damaging statements of school costs.

To avoid a prejudicial consideration of the budget by the board and the public, the superintendent should make a distinction between such terms as "current operating costs" and "total operating costs"; among costs based on "average daily attendance," "net enrollment" and "total enrollment"; between daily costs and the length of the school term, and between similar irregular measures of comparison.

Another source of misunderstanding in the interpretation of the budget is the use of the terms "valuation" of the school district and "per pupil valuation." The former usually is considered the ability factor of the school community to support education, and the latter, the effort factor.

Comparing the total valuations of school districts is not fair or proper. The financial ability of a community to support its schools depends upon the number of pupils to be educated in the *public schools* of the community. Therefore, the wealth of the com-



munity must be interpreted in terms of the wealth behind each pupil to be educated. Even this is not a fair yardstick, since communities differ from one another in the method of appraisal of private property. Some communities appraise on the true current value, or 100 per cent basis, while others appraise on a basis of only 40 per cent of the true value. As a result, when per pupil valuations are used as a yardstick of wealth or ability, they may vary from 40 to 60 per cent and are invalid and misleading as means of comparison.

DEFENSE OF BUDGET

One of the best means of informing the board and the public is the annual report of the superintendent of schools. He should take time to present clearly the financial and pupil accounting data and the educational progress made during the previous year. Comparisons should be made with national school data for character items, such as administration, tuition, operation and maintenance, and educational costs should be compared with those of schools in similar sized cities. If these data are supplemented with brief narrative statements following each report, much of the groundwork will have been laid for an intelligent consideration of the budget.

Finally, the superintendent must be able to defend the school budget. He should be informed on all items included in the budget; he should know the legal restrictions governing appropriations and school revenue; he should be fortified with all kinds of data to sustain his budget requests; he should know better than any member of the budget reviewing board his needs and the obvious sources of revenue.



Acme

Accidents Will Happen

Transportation Liability and Insurance Need Clarifying

MADALINE KINTER REMMLEIN

Assistant Director
Research Division
National Education Association

SCHOOL bus transportation insurance is probably the most complicated and most confused area not only in school law but in insurance law. Legal principles involved in public school administration cross wires with principles of insurance law, and frequently a short circuit results.

Statutes enacted under the sponsorship of educators who are not fully acquainted with insurance law have not in many instances achieved the desired results, and some school bus transportation insurance policies have been declared null and void.

This is particularly true of liability insurance, the object of which is to give remuneration to injured persons for damages suffered because of school

bus transportation. The injury may be to the physical person—a bodily injury—or it may be to a person's property. The physical injury may be suffered by a pupil riding in the school bus or by a nonschool person walking along the highway. The property damaged may be a private car that collided with the school bus, or it may be a farmer's cow that crossed the highway in front of the school bus.

The principles are the same in any of these cases; they rest on the liability of public school districts, or rather on the districts' *nonliability*, for injury of any kind suffered because of the

negligence of the district or its officers or employees.

Of course there may be personal liability on the part of a negligent bus driver, but this article deals only with the responsibilities of school districts and school boards.

The general rule is that a school district or a school board is not liable for injuries to persons or to property in the absence of a statute imposing such liability. In *Chicago v. Chicago*, 243 Ill. App. 327 (1927), the court said:

"There are two reasons for this rule: First, that a school board acts *nolens volens* as an agent of the state, performing a purely governmental duty imposed upon it by law, for the benefit of the public and for the performance

of which it receives no profit or advantage; second, since the property which it possesses is held in trust, the payment of judgments in tort would amount to a diversion or, in some cases, a destruction of the trust." There is a third and older reason: that is, the traditional immunity of government from tort actions.

Several states have modified the traditional common law rule by statute, e.g. California, Washington, Minnesota, New York. Some of these enactments have been interpreted by the courts in such a way as not to give judicial aid to the injured because, being in abrogation of the common law, they are strictly construed.

IMMUNITY OF BOARD

The implications of governmental immunity from tort action are manifold. Among the many problems is the question as to whether a school board may carry insurance in order to have funds available for the payment of damages. Most courts have said that without legislation enabling the purchase of accident insurance a school board has no such right under its general powers; that having no liability there is nothing to insure; that even with enabling legislation permitting the school board to buy insurance, suit cannot be taken against the board even to establish the amount of damages for the insurance company to pay; that a statute authorizing the purchase of insurance does not abrogate the common law governmental immunity of the school board.

The foregoing is the traditional view. It is still followed in the absence of legislation that would change it and definitely place a liability upon the school board.

About two-thirds of the states more or less definitely approve the purchase of insurance on buses that are publicly owned. However, some of the statutes requiring or permitting the purchase of insurance for publicly owned school buses specifically state that carrying such insurance does not abrogate the immunity of the school board.

Under such law, what happens when a person is injured if the insurance company protests the payment of the claim? The injured party takes his case to court; he sues the school board, but the case is dismissed because the school board has governmental immunity. He cannot

sue the insurance company because the insurance contract is between the carrier and the school district. The injured is not a party to that contract and has, under general principles of contract law, no right to sue. Insurance law will not, usually, permit suit by one not a party to the insurance contract.

TWO POSSIBLE SOLUTIONS

Two approaches have been made to solve this impasse. In Minnesota, the pupil transportation insurance law states that each insurance policy must be endorsed with the proviso that the insurance company cannot use the school district's governmental immunity as a defense in any suit. It would then seem that an insurance company could not refuse to pay a claim in Minnesota on the ground of the district's governmental immunity, but it does not necessarily follow that a court would allow the injured party to sue the school board.

A liberal court would interpret the Minnesota law as permitting suit for the purpose of establishing the amount the insurance company is to pay; a strict court would say that the Minnesota law does not definitely abrogate the district's immunity but merely places a restriction upon the insurance company.

The second approach has been tried in Oklahoma. The Oklahoma pupil transportation insurance law permits suit by the injured party against the insurance company. This is contrary to insurance principles, but presumably any insurance company doing business with the Oklahoma school boards must accept this condition to obtain the insurance business.

I have found no case in which the Oklahoma law has been applied. As a matter of fact, case law interpreting the pupil transportation insurance laws is meager. Possibly under many of these statutes, insurance companies pay claims without protest because they read the handwriting on the wall and consider that good will is preferable to the possibility of losing a court case under a statute which *might* be interpreted liberally.

INEFFECTIVE STATUTES

In other states, the few cases that have come before the courts indicate that the courts are still following a strict construction of statutes which are not definite in abrogating the common law view.

West Virginia is an outstanding example. In the early thirties, the West Virginia court said that a school board had no right to purchase insurance without statutory authority. A permissive law was then passed, and immediately thereafter the court said that the statute did not abrogate the board's governmental immunity. It allowed the insurance company to plead the defense of governmental immunity, but in one case said that if the defense was used the company would have to return the premium the district had paid. In a still more recent case, the West Virginia court held that suit could not be brought against the school board even for the purpose of establishing the amount of damages the insurance company should pay, and the fact that the school district had such insurance was not admissible evidence.

In any court action, it is impossible to state in the pleadings or to show evidence in the trial that the defendant has insurance to cover the judgment. The reason for this is that if it is known that insurance will cover the damages, a jury will not examine the facts of a case with the same critical eye it would likely use if the individual defendant would have to pay the damages. This tradition in insurance law has interfered with court action in pupil transportation cases.

What is the outcome of all these theories? *Frankly, most pupil transportation insurance laws are worthless, unless the insurance company sees fit to settle the claim without the necessity of a court action.* Since there are so few transportation cases in court, it is probable that most claims are settled amicably. Nevertheless, the law should be written so that if court action is necessary the insurance policy will provide the protection for which it was purchased. Protection to the injured is the objective of this kind of insurance policy—not protection to the school board, since we have seen that the school board has no need for protection, having no liability to protect.

It is suggested that a pupil transportation insurance law should provide that the defense of governmental immunity be denied insurance carriers; that, for the purpose of establishing the amount of damages the insurance company is to pay, suit may be brought against the school district by the injured party, and that



Acme Telephoto

mention of the fact that the school board is carrying insurance will not interfere with pursuit of the claim in the court.

These three proposals would in large measure achieve the desired protection and nullify the theoretical objections of judicial opinion. If the matter is spelled out explicitly the courts will, of course, follow the mandates of the statute. If the matter is left to interpretation, many courts will follow the old common law principles.

ON PRIVATELY OWNED BUSES

We have been considering the insurance problem from the angle of the school board that owns its own buses. Let us now consider privately owned school buses operated under contract with the school board.

Private owners are required to carry insurance in many states. Some of these laws apply specifically to the operators of school buses, some to all operators of vehicles for hire, and still others require insurance under the general motor vehicle laws that apply to all users of the highways.

As a result of all these laws of various kinds, it has been estimated that school boards in about three-fourths of the states have expressed or implied power to require insurance of private owners who transport pupils.

Seven children were killed when a train hit the school bus. Transportation supervisors could take the lead in getting insurance protection for pupils riding school buses.

Even in the absence of a statute requiring such private owners to carry insurance, a school board has the implied legal power to require it, by making the carrying of adequate insurance a term of the transportation contract. Then the principle of governmental immunity does not enter into the picture at all. If there is necessity for a court action in the settlement of a claim, the defendant would be the transportation contractor, and the case would proceed as in any other court action in which a private bus owner is sued for injuries sustained.

The question of whether the school board may use public funds to purchase insurance for its own buses has been answered in the negative, except when there is statutory authorization for this use of public funds. However, when a contract is entered into between the school board and an independent contractor for school bus transportation, the premium for the insurance carried by the independent contractor probably enters into the total contract price without a separate itemization. There would

then be no question of the misuse of school funds, because there is statutory authority to enter into transportation contracts.

Considerable could be done to improve the pupil transportation insurance situation. State board regulation could require that all contracts with independent bus owners include adequate insurance, to be carried by the private owner, and that the school board can determine what is *adequate* insurance. In some states the transportation contracts of local or county school boards must be approved by the state department. Approval could be withheld until adequate insurance is included in the contract.

ON PUBLICLY OWNED BUSES

With respect to publicly owned buses, there also is room for regulation. It could be required that all insurance policies carried by school districts include a proviso preventing the defense of governmental immunity by the insurance company.

The attorney general might rule that the statute permitting or requiring insurance on publicly owned school buses means that the school board may be sued for the purpose of establishing the amount of damages for the insurance carrier to pay.

Such an opinion, of course, will not overrule a court decision, but in most states there has been no court

decision, and until the court decides differently the opinion of the attorney general will carry considerable weight. Even if a case comes before the court subsequently, the court will consider the attorney general's opinion with respect before deciding to the contrary.

Transportation supervisors could take the lead in obtaining adequate legislation for the insurance protection of pupil transportation. That legislators are concerned with the problem is indicated by the many laws already on the books. If they are informed that some of these laws have not achieved the desired result, or might not if challenged, they are more than likely to amend the law so as to obtain the result they probably intended in the first place. If there is no legislation on the subject, bills can be introduced and these bills stated in satisfactory language.

OTHER SOLUTIONS

I want to mention briefly the possibility of self-insurance and allied solutions. Several states have established state funds out of which pupils and parents are reimbursed for medical, hospital and other necessary expenses incurred because of pupil transportation injuries. These payments are allotted by special boards which hear and adjudge each case. This system borders on the type of compensation given by workmen's compensation acts. It precludes, to a large extent if not entirely, the necessity or even the possibility of court action; it establishes a state authority that is respected by the public as a final authority.

Psychologically, this kind of plan may be more effective than an insurance plan. The American public seems to feel that there is nothing unethical in trying to get as much as possible out of an insurance company. A state pupil transportation compensation board, if it can be operated without politics, should be able to give adequate but not excessive payments for injuries and thus create in the public and on the part of the injured a feeling of satisfaction.

I am not recommending this system; I am merely pointing it out as a solution of the governmental immunity problem. It has been tried in several states, e.g. Alabama and North Carolina. It might solve the problem in other states if proper insurance legislation cannot be obtained.

To those who may be inspired to recommend legislation to abrogate the common law governmental immunity, I can give some ammunition in the fact that by act of Congress, approved August 2, 1946, the Tucker Act was amended to provide as follows: "The United States shall be liable in respect of such claims to the same claimants, in the same manner, and to the same extent as a private individual under like circumstances, except that the United States shall not be liable for interest prior to judgment, or for punitive damages."

The 1946 law continues to state that judgment against the United States bars action against a governmental employe whose act or omission to act gave rise to the claim. This federal law is more explicit in the abrogation of common law immunity than any state legislation with which I am acquainted. It indicates the modern trend away from governmental immunity. It should be cited as an example to state legislators.

FIRE, THEFT AND COLLISION

Another kind of insurance in pupil transportation is the insurance to repair or replace school bus equipment damaged in transportation accidents. In this area, the question of liability does not arise; there is no hurdle of governmental immunity.

Rather, there is sanction, either explicit or implied, in the school district's duty to care for school property that encourages the carrying of this kind of insurance. As a matter of fact, no judicial challenge to the right of school districts to insure school buses against fire, theft or collision damage to the district's own equipment has ever come to my attention. However, by analogy from school building insurance, we may draw the principle that the school board's statutory authority to care for school property carries with it authority to insure that property. Courts have so held in regard to buildings.

I believe that if the question arose with regard to school buses, the courts would hold to the same principle. Statutory prescription in this area is sparse. Actually, there is some legislation that prohibits this kind of insurance—under what theory I cannot understand. It seems to me that such prohibitions indicate a misunderstanding of the type of insurance involved. Care of the property should require insurance to repair and to replace it.

Of course, there is not the same urgency about requiring fire, theft or collision insurance of private contractors. They own their buses, and it is their own responsibility to protect themselves against such losses.

The only concern of the public agency under such circumstances is that school buses be available for pupil transportation. It is somewhat far-fetched to reason that in order to assure the availability of privately owned buses, the school district should use its funds to pay for fire, theft or collision insurance on buses owned by independent contractors. Hence, there does not seem to be much of a problem here, so long as the various types of insurance are understood.

NEED FOR CLARIFICATION

In the survey of school transportation insurance reported by the N.E.A. Research Division and the U.S. Office of Education, one of the findings was that legislation and state board regulations are such that local districts may well be quite confused as to their powers and privileges with respect to transportation insurance. In fact, the state officers who answered our inquiry disclosed an uncertainty as to laws, court decisions, and legal authority.

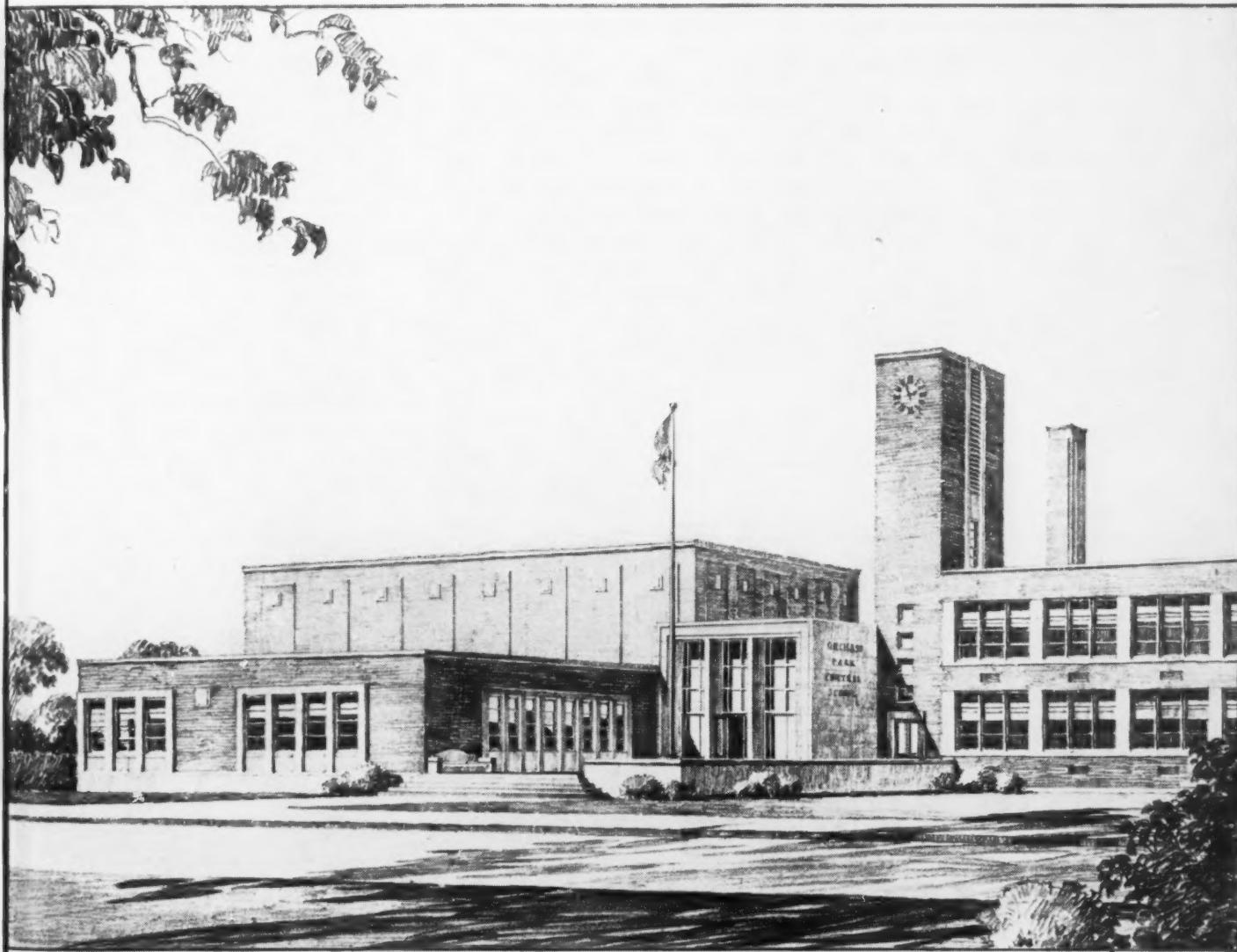
State transportation supervisors should accept the responsibility of clarifying issues and setting forth guides for the local agencies to follow. There especially should be uniformity of understanding, if not of practice, throughout a state. There is clearly room for and need for study of these problems in every state department.

Pupil transportation has developed by leaps and bounds during the last twenty-five years. Legislation has been prolific, in recent years, to specify the qualifications of school bus drivers, the requirements of school bus equipment, and many other phases of pupil transportation.

Insurance has received some attention also, but the attention given to insurance problems has not, in most states, been sufficiently profound. What good is a pupil transportation law if it does not provide the protection needed? It is not enough to have insurance laws on the statute books in two-thirds or more of the states. There should be on the books of *every* state an insurance law that achieves the objectives for which it was enacted.

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Schoolhouse Planning



Orchard Park Central
School, a junior-senior
high school, described
on pages 38, 39 and 40.

**JUNIOR-SENIOR HIGH SCHOOLS
PRIMARILY FOR RURAL AREAS**

ORCHARD PARK CENTRAL SCHOOL

A TOUR WITH THE PRINCIPAL

ELMER E. HANDEL

Principal, Orchard Park Central School
Orchard Park, N.Y.

IT IS an accepted fact that the planning of a school building should be approached from the needs of the school program and of the community. The effectiveness of a school building will be judged later, not by how the school and community program can be adapted to the building but by how well it houses a predetermined program. It will also be judged on how well it continues to serve the changing needs of the school and community.

Now that our new junior-senior high school building is rising from the

ground and the structural pattern is well defined, we are making preparations for occupancy in another year by planning the utilization of the building.

During the planning stage and now during the construction period, we have taken many imaginary trips through the new building to determine how well it will serve the school and community. Let us take such a trip.

We approach the school by way of a long drive parallel to the street, a drive that will accommodate the entire fleet of buses for safely loading and

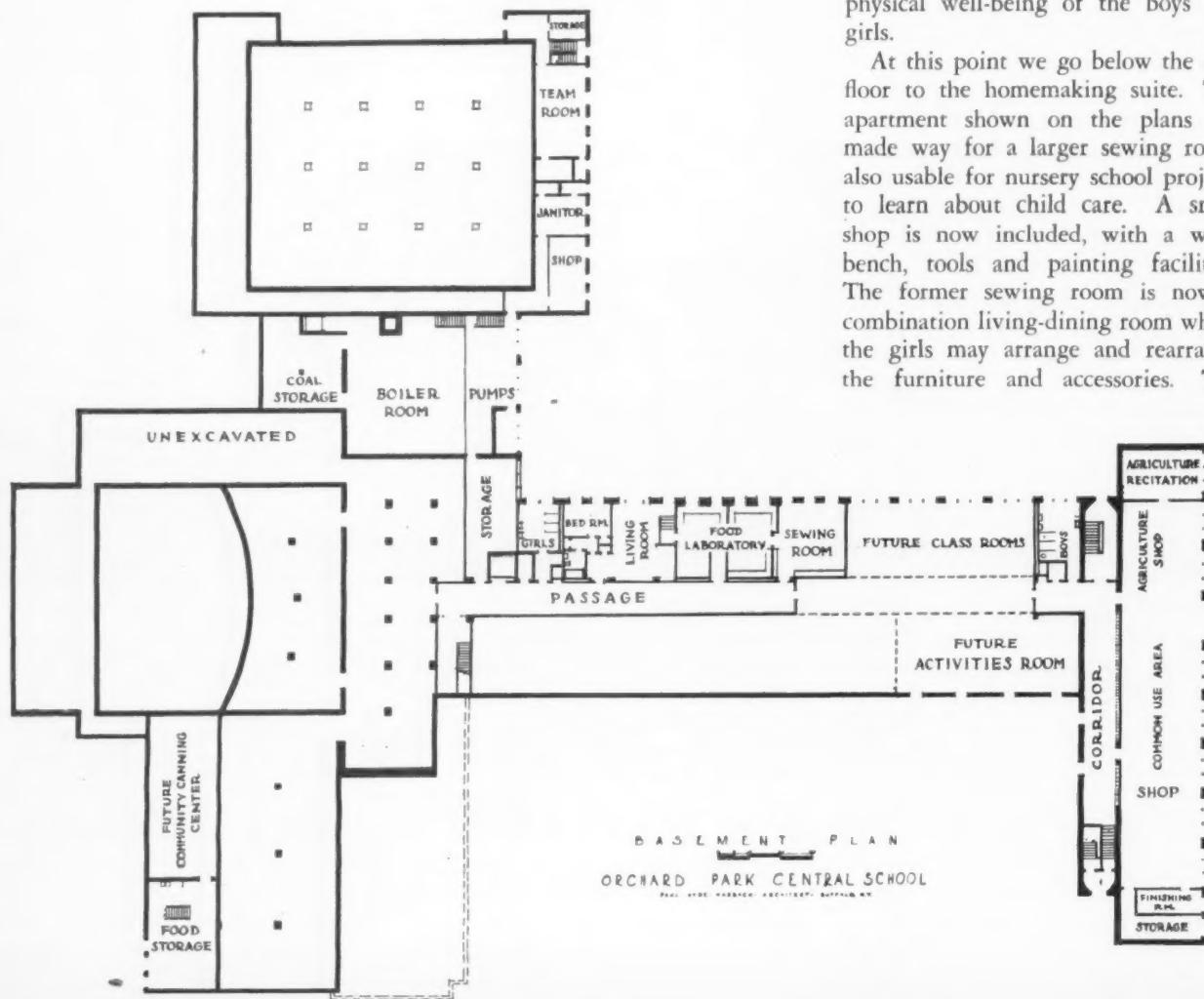
unloading pupils off the main street. As we enter the school we find ourselves in the core of the structure, the grand foyer.

The cafeteria to our left is more than a place to serve lunches to pupils. Its location makes it usable for other purposes even while school is in session. Community meetings, luncheons, dinners, auxiliary music room, listening room, student meetings, dances and other activities—for these the room will be in use all the time. Under the cafeteria kitchen, and with its own entrance, is a room adaptable for boy and girl scout use or as a community canning center.

Coming back to the grand foyer, we turn left to the auditorium and next to it the music rooms, having direct access to the stage and in a location where horns can be blown loudly without the pupils in the regular classrooms being disturbed.

Farther down the foyer we come to the gymnasium, in effect, a separate building with its own entrance for games and dances. The health clinic and corrective exercise rooms adjacent are all concerned primarily with the physical well-being of the boys and girls.

At this point we go below the first floor to the homemaking suite. The apartment shown on the plans has made way for a larger sewing room, also usable for nursery school projects to learn about child care. A small shop is now included, with a work bench, tools and painting facilities. The former sewing room is now a combination living-dining room where the girls may arrange and rearrange the furniture and accessories. The



rooms have their own access to the outside and to a courtyard where practice laundries may be hung to dry; there is a backyard just like home to be cared for.

We go back upstairs and through the many classrooms, each individually styled for certain use. The board of education room also serves as a sound room and meeting room for small groups, thus making use of space otherwise idle most of the time.

Through the hall to the wing, we again go below the first floor to the shops, agriculture and industrial arts, with access to the outside and away from the classrooms. Back up to the first floor and still in the wing, we enter the library, consisting of three units with provision for a record and film library, viewing room, and listening room. Near the library we find a social studies laboratory with extensive filing space and room for supplementary materials.

As we arrive on the second floor of the wing, the commercial room, with space for a model office and cooperative bookstore, shares the area with

the art room, which has its own storage space adjacent.

The second floor is a repetition of the first floor but with emphasis on the senior high school level.

This is a building to warm the heart of any educator. The arrangement of space is so flexible as to provide for

changing needs and emphases. It adequately provides for not only the needs of those in school but also those of the adults and the many groups of the community. Every brick and stone of the new Orchard Park Junior-Senior High School building is made to serve the needs of residents of the community.

A TOUR WITH THE ARCHITECT

PAUL HYDE HARBACH

Architect, Buffalo, N.Y.

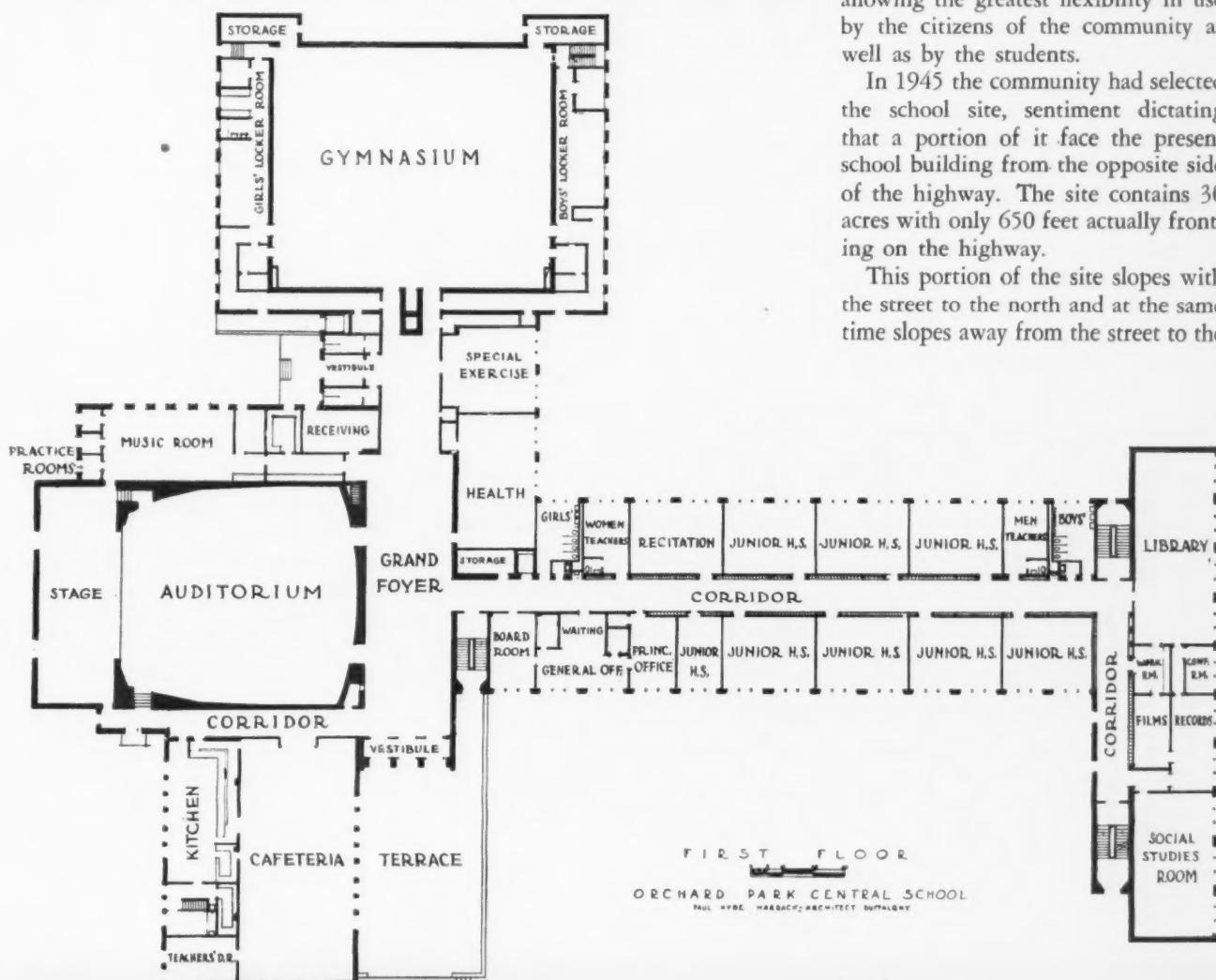
EARLY in 1946, the planning of the Orchard Park Central School reached a stage at which the architect determined the elements of the plan which finally developed into the building described and illustrated in this article. Before that time, committees of citizens had been appointed to take

stock of the community's needs and to submit suggestions as to what the community would like to see incorporated in its new school plans. Subsequently, faculty and student committees were formed for a like purpose.

The trend in central school planning is toward a community type of plan, allowing the greatest flexibility in use by the citizens of the community as well as by the students.

In 1945 the community had selected the school site, sentiment dictating that a portion of it face the present school building from the opposite side of the highway. The site contains 30 acres with only 650 feet actually fronting on the highway.

This portion of the site slopes with the street to the north and at the same time slopes away from the street to the



west. These slopes, with the limitation in frontage and the location of the play field areas to the southwest, influence the form of the plan profoundly.

The first requisite of a good community plan is adequate circulation. With the characteristics of the site in mind and with an eye to the ease of bus circulation, the heart of the plan was placed well to the south of the area fronting the highway. This heart is the main foyer from which all parts of the building are reached.

As one enters the main foyer, the cafeteria is immediately accessible to the right. Farther down the foyer and opposite the corridor running north for the academic portion of the building is the auditorium; at the west end of the foyer is located the gymnasium with its shower and locker rooms.

A particularly happy feature of the plan is the positioning of the music department beside the auditorium, off the main foyer and separated from the classroom portion of the building for the whole width of the foyer.

Cafeteria and auditorium are easily accessible for use by the public for meetings, both small and large, for luncheons or evening entertainments.

The gymnasium has excellent access from the end of the foyer as well as its own side entrance from the south off the parking area for public attendance at games, dances or pageants. Shower and locker rooms have direct access to the play field on the west, the slope of the site permitting a team room to be placed below the boys' locker room on what could be called a ground floor.

From the main foyer, as previously mentioned, extends the corridor for the academic portion of the school. This part of the building is carried as far north as is possible, with a cross corridor at the northern end of the property serving such activities as art room, library and shops. Here the slope of the site made possible a ground floor facing north which could be served by a separate driveway and parking area. This entire space is devoted to shop.

A sixteen-vehicle bus garage is located south of the gymnasium and is

reached by a side drive and parking area along the south of the building from the highway. To ensure loading without interference from other traffic, an additional drive is carried along the front of the building parallel with the street or highway, long enough to accommodate all the buses at one time.

The building is equipped with every facility to aid instruction. A carefully planned public address system enables the administrator to make announcements to any and all stations in the building. Broadcasting of music and plays to the school from the auditorium or music room is possible; separate amplification with record playing accessories provides music for the gymnasium area, which also has a broadcast hook-up through the system.

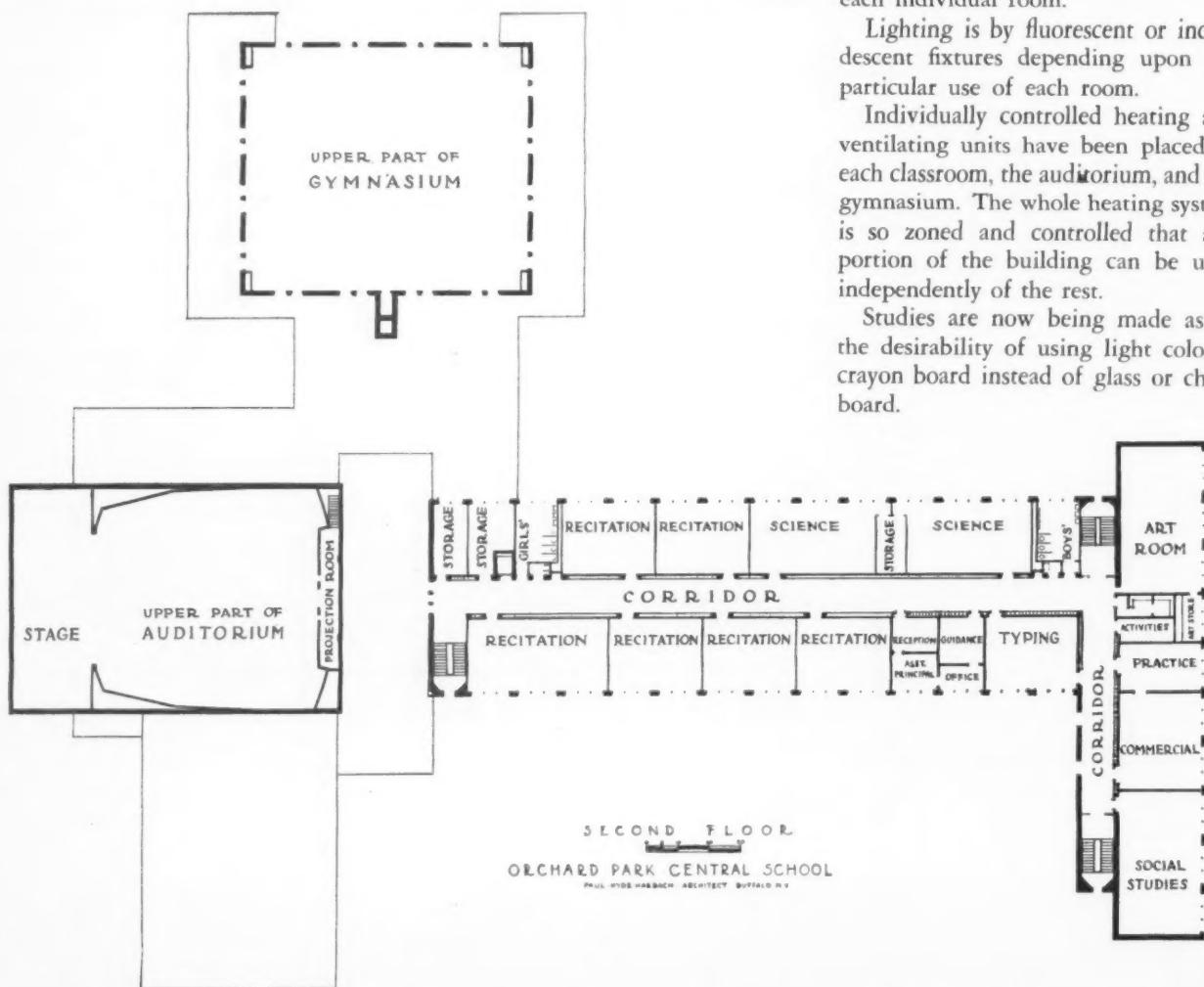
Every room is equipped with a telephone. All phones call by dial direct to any other station in the system, while certain telephones are further routed to the outside.

All classrooms and corridors are acoustically treated to ensure the best and most comfortable sound level in each individual room.

Lighting is by fluorescent or incandescent fixtures depending upon the particular use of each room.

Individually controlled heating and ventilating units have been placed in each classroom, the auditorium, and the gymnasium. The whole heating system is so zoned and controlled that any portion of the building can be used independently of the rest.

Studies are now being made as to the desirability of using light colored crayon board instead of glass or chalk board.



FOR TOWN AND COUNTRY PUPILS

THOMAS S. GWYNN Jr.

Director of School Planning
Prince George's County, Maryland

DENNIS W. MADDEN

Ross and Walter, Architects
Hyattsville, Md.

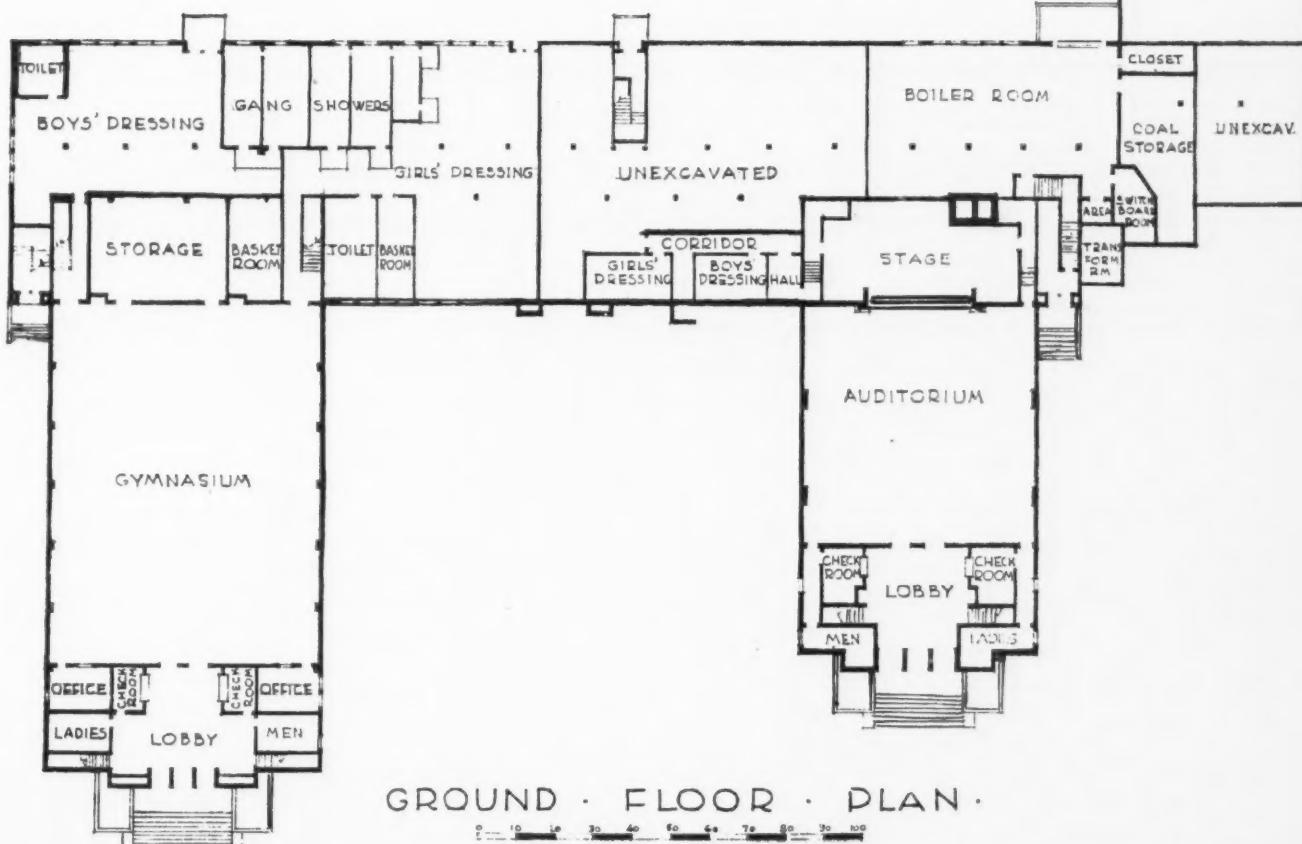
THE novelty of building a senior-junior high school to serve both urban and rural youths confronted the board of education of Prince George's County, Maryland, recently.

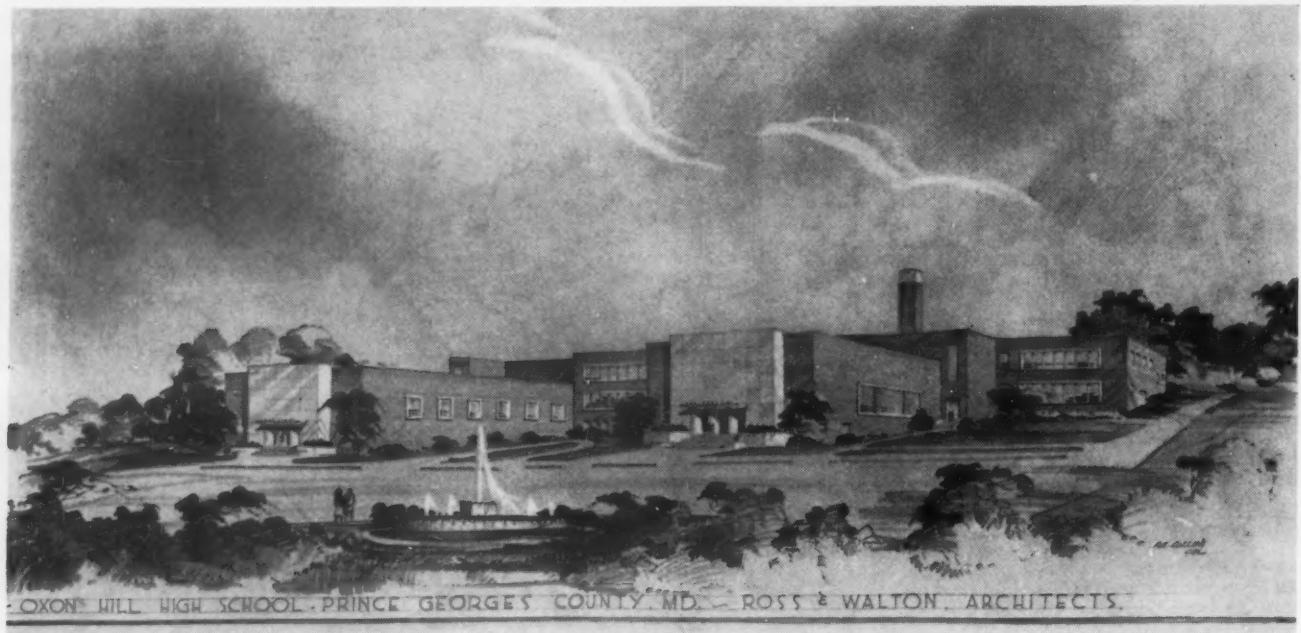
The area served by Oxon Hill School is only 6 miles from the nation's capitol; there, in new housing areas, live many government employes, while all about truck farmers and tobacco raising families have their residences.

To help solve this unique problem, help was solicited by Paul Cooper, supervisor of new building construction, from residents, organizational leaders, school personnel, and professional experts. The proximity of the U.S. Office of Education, N.E.A. headquarters, the University of Maryland, and George Washington University made it simple to use these valuable sources of help and information.

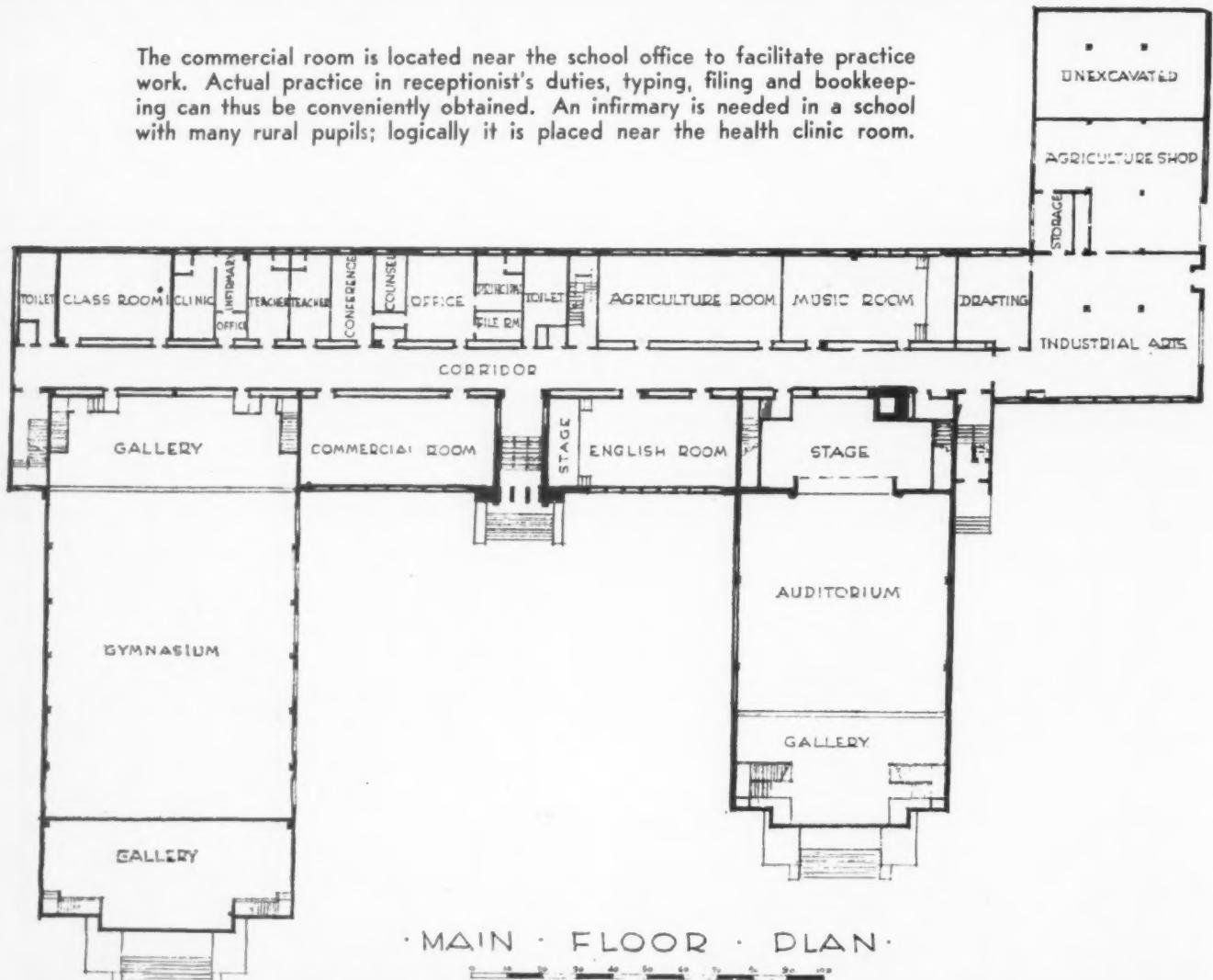
In planning the building, which cost more than \$1,000,000, Mr. Cooper, now superintendent of schools of Worcester County, Maryland, had to weigh the current community survey with a forecast of building trends, which indicated that within a few years the whole area would be a closely knit, highly populated residential section, chiefly for persons employed by the federal government. Consequently,

A separate auditorium and gymnasium, always desirable, have been achieved. The auditorium seats 700 persons, including those in the balcony, and has its own ground floor entrance, as have the gymnasium and adjunct facilities.





The commercial room is located near the school office to facilitate practice work. Actual practice in receptionist's duties, typing, filing and bookkeeping can thus be conveniently obtained. An infirmary is needed in a school with many rural pupils; logically it is placed near the health clinic room.



each facility was gauged for its present utilization and for its necessary conversion to other usage in the coming years. This criterion was applicable to both the usual classroom facilities and special subject areas.

One deviation from normal practice may be noted in the planning for industrial arts, agriculture and home economics. The needs of the boys from homes in which tools and basement shops are available for use as hobbies had to be considered along with those of boys in 4-H Club work who will be repairing farm trucks and building tobacco hogsheads. Therefore, the agricultural shop is a part of the general industrial arts shop. Large sized entrances have been provided, proper equipment has been installed, and possible night or Saturday use of the shop has been provided for.

MOST STUDENTS RIDE BUSES

Girls using the home economics suite are given model unit kitchens and electrical appliances such as are now available in their homes. A model apartment and a nursery had to be omitted from the plans for financial reasons.

The cafeteria and kitchen are set up to provide complete lunches for the entire student body and faculty, in two shifts, as 97 per cent of the students ride buses to school. Both the cafeteria and library have been designed for community use as well.

Science laboratories and music and art rooms are planned to care for college bound students, but the space needed for the larger number who seek employment after graduation or who leave school before graduation has not been sacrificed. For enlarged business courses, the commercial class suite is located near the main entrance and the administrative suite, so that actual practice in receptionist work, typing, filing and bookkeeping can be easily performed.

The infirmary, needed in a school of this type, is placed in close conjunction with the health clinic room.

A separate auditorium and gymnasium have been planned to care for community minded persons as well as to enrich the school program. The auditorium seats 700 persons including balcony spectators and is complete with fly-loft, dressing rooms, and electrical equipment for showing motion pictures as well as for "live" entertainment. The auditorium's position on the plan allows for close contact between it and other rooms of the school.

The building, which contains thirteen classrooms, has a combination steel and reinforced concrete frame. Exterior walls are faced with red brick and the trim is cast stone and architectural concrete. Interior walls, generally, are painted cinder block both for purposes of economy and for better acoustic properties.

Acoustic tile ceilings are used throughout the building. Floor finishes are terrazzo for corridors and toilets and asphalt tile for classrooms.

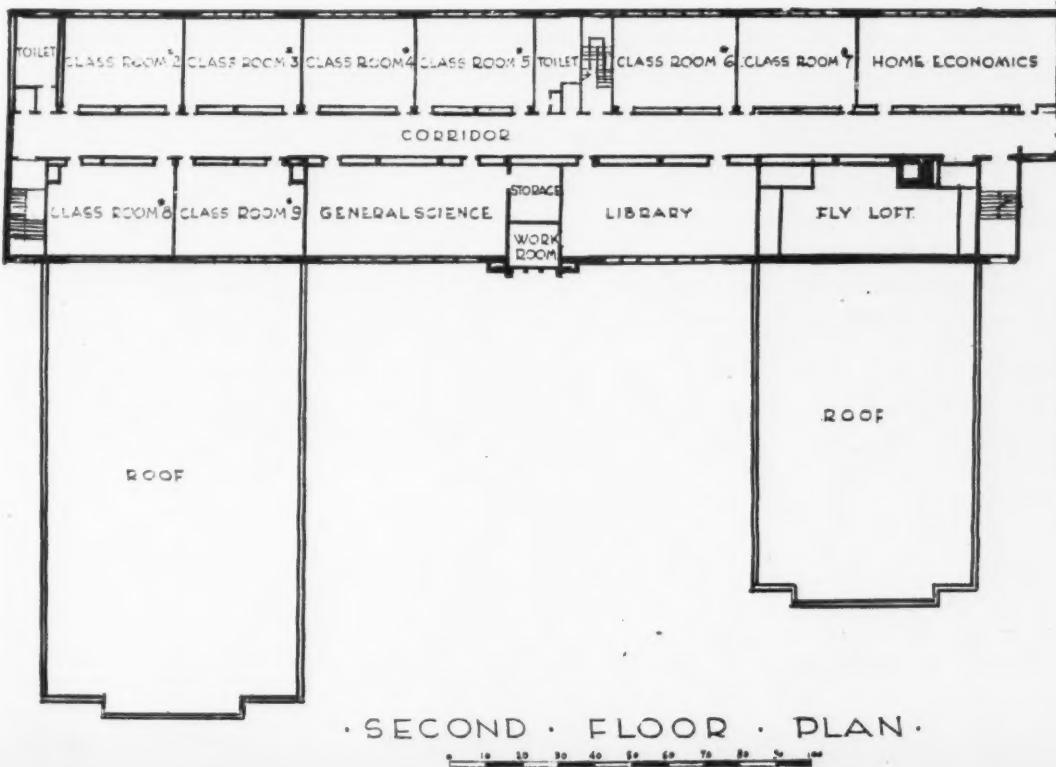
The building is equipped throughout with fluorescent lighting, and heating is by coal fired steam boilers, with unit ventilators in each of the classrooms. The auditorium and gymnasium also are mechanically ventilated.

The contract was let in September 1947.

FARM TEACHING OUTDOORS

Full outdoor athletic facilities are to be provided, plus on-site parking. There will also be provisions for outdoor instruction in agriculture, a subject that will be stressed. Loading and unloading of buses have been given careful consideration.

While much of the same type of school planning is being done elsewhere in Prince George's County, considered to be one of the five fastest growing housing areas in the United States, the Oxon Hill School is the first of its particular type in the county.



The home economics suite with its unit kitchens contains all the electrical equipment the girls will find in their own homes. Near by is the school cafeteria, which serves 97 per cent of the students.

CAN WE AGREE ON ECONOMIC EDUCATION?

Curriculum workshop is critical of current courses and methods

NOLAN C. KEARNEY

Assistant Superintendent of Schools
St. Paul¹

THE critical problems in today's world, upon which the issues of war and peace and democratic survival seem to hinge, are in many ways economic.

All the world is looking to America for food, machinery, loans, economic leadership. At a time when most of the world is turning toward socialism and state controlled economies, our own people are asking, "How stable is our economic order? Can we supply Europe's needs and avoid ruinous inflation at home? Is an inevitable depression just around the corner? Are we doomed to a 'boom-and-bust' cycle? What means are available for eliminating the cyclical swings in production and employment and for facilitating an ever-expanding national output?"

BEHIND ECONOMICS

To understand such issues, a person must have a background in economics, but even more important is the consideration of the basic psychological and social aspects of current world problems.

Education has a stake in the answers to these questions and those who are responsible for developing the curriculum for our secondary schools have the responsibility for determining what shall be taught about our economic order, its nature, potentialities and problems. We need to know the facts. As educators we should be better informed; our schools should be better supplied with teaching materials in this field.

The curriculum workshop in problems of economic education held at New York University last summer promises some interesting outcomes for school administrators. The workshop concerned itself with today's eco-

nomic problems and with what the schools should do about them.

The sixty-five participants included representatives from twenty-two states, thirty-three city school systems, and seven state departments of education. They were educators, economists and representatives of management and labor, men and women of high ability. The conference revealed a great accumulation of background knowledge and technics that may be drawn upon in solving our national problems and in considering those problems in the nation's classrooms.

Certain areas of agreement became rather widely recognized. For example, it became apparent that the economists themselves found great difficulty in choosing the factual items that should necessarily appear in an adequate curriculum in economics. They were critical of the courses in economics that all too frequently are being taught in our high schools and colleges. Few of them were ready to say with any degree of certainty that a certain fact, or series of facts, was crucial and meaningful enough to deserve a place in all courses of study and to become a part of the common knowledge of all individuals.

Rather, there was a tendency to emphasize that economic problems change from day to day and from year to year. Certain areas of economic activity should be carefully examined in the light of current situations. But frequently, the experts pointed out, there is little clear-cut evidence to use in determining the right or wrong of certain issues or from which unassailable long-time conclusions can be drawn.

Another area of agreement had to do with the need for the adjustment of instruction to the individual. It

was emphasized or accepted by almost everyone that economics should be taught to young people in terms of problems that are real to them. Subject matter should spring from the economic problems of the pupils themselves—from their homes and their community. It should branch out from there to wider areas.

It was emphasized again and again that the economic aspects of the problems of individuals and of society should be brought into all subject matter areas so that no matter when children drop out of school they will have had the experience of coming to grips with economic problems vital to themselves.

There also was some agreement that the most helpful materials for the use of teachers are well prepared resource units that list and explain a variety of technics by which economic problems may be made real to students and that point out the many sources of material that may be utilized by students in the study of economic problems.

From the standpoint of the superintendent of schools, the board of education, the city council, and all other officials responsible for financing education, there was another important outcome of this workshop. It was planned and controlled by New York University under terms of a grant for that purpose. Through the efforts of Dr. Derwood Baker, professor of education at New York University and director of the workshop, numerous prominent businessmen, journalists, labor leaders and others visited the sessions.

LAYMEN GET NEW SLANT

It was inspiring to see how many of these men gained a new knowledge and understanding of the democratic process as it is epitomized in our schools. They saw that it is only through better education that we can combat those un-American forms of government that we all oppose. They realized that the discussion of all types of economic problems in a democratic way can be nothing but wholesome. They went away resolved to do their part for public education in America.

Because of the enthusiastic response of the participants in the workshop and of the visitors, some of whom are among the most powerful men in American business today, the workshop members formed a tentative organization to consider possible ways and means of extending and improving economic education.

It was planned either to search for some organization to carry on work in economic education or to organize the workshop group to do the job. If one of these alternatives is followed, numerous workshops in economic education may be held in various cities, states or institutions of higher learning next summer. Even before the conference ended, plans had been made for a regional conference in Indiana, planned by eleven educa-

tional leaders from that state. Plans were also under way for workshops in Michigan and in Minnesota.

It would be wholesome in communities throughout our country during the next year or two to hold a series of conferences or workshops in which teachers, supervisors and administrators would attack the problems of economic education with the advice and assistance of economists, businessmen, labor leaders, and others. By this means, the schools might be able to mobilize some of the powerful forces in the community for the support of education. The workshop at New York University demonstrated this possibility.

An increasingly greater proportion of the problems of everyday living has become linked with the mechan-

ics of our economic system. Mass frustrations have resulted when large groups of people have found themselves unable to function on a realistic basis within the democratic structure.

People will understand the essence of their American heritage as they experience it in the continuous solution of these problems that affect their daily welfare, and they will insist on the preservation of this heritage for their children. The great responsibility of education in all of this is part of the broader challenge that makes teachers out of men and women trained to teach, that moves schools out beyond their four walls into an ever broader community, and that makes for dynamic, functional living in an increasingly effective democracy.

HOW A COMMUNITY CAN STUDY ITS

Teachers

HOWARD T. HERBER

Superintendent, Malverne, N.Y.

WIDE public discussion, newspaper and magazine articles, and recent legislation indicate that teachers and teaching are among the important issues before the American public. The issues have both urgency and importance.

While much attention has been necessarily focused on salaries, the problems are much broader. With increases in the school population definitely predicted for the next decade and beyond, the situation remains urgent.

Teaching and its associated activities are the concern of the entire community. The responsibility of the people goes beyond the delegation of authority to the schools. The school district and the community share the job of creating a situation in which the best teaching is possible. Young people must be induced to fill the places of teachers leaving the profession. They also are needed as additional personnel. Community study and participation are proposed to help correct the present situation.

The genius of American education is the participation of local citizens in

the control and operation of the schools. Nowhere in the governmental structure of our country is a board of directors closer to the people than is the board of education. As communities grow and as the problems of education become more complex, the need for help and for suggestions from the general public becomes accentuated. The people need to keep the board informed as much as the board needs to inform the residents. A plan for community participation is definitely helpful.

During the war year of 1944 the New York State Education Department published "A Manual for Community Participation in Educational Planning." Many school systems in that state used the manual as a basis for discussion and action on the critical problems which they were to face after the end of the war. The success

of that project indicated the value of enlisting the help of representative citizens in planning for the schools. Consequently, at its September 1947 meeting, the New York State Council of School Superintendents approved the proposal of its research committee for a community study of teachers for today's schools and requested the co-operation of the state education department in planning and directing such study.

In carrying out the intent of the resolution, a guide to the school superintendent and the board of education was prepared through the cooperation of a committee of school officials and the state education department. This guide* suggests ways in which the laymen, board of education, and teachers may jointly study the common problems. It presents methods for considering important changes in American life with a view toward describing

*Teachers for Today's Schools—A Guide for Community Participation in a Study of Teachers and Teaching. Albany, N.Y.: State Education Department, 1948. 40 cents.

the kind of schools needed and the type of teacher who can meet the challenge of those schools.

SUGGESTED PLAN

Since the board of education is the responsible agency in the community, it should take the responsibility for authorizing the plan. The superintendent or supervising principal should study the program carefully beforehand and be ready to suggest tentative plans for procedure and to name committee members.

After some fifteen laymen have been selected, members of the school

staff should be appointed to serve as consultants. It would be the responsibility of the committee to ascertain the attitudes of the community on educational issues of significance for teachers and teaching.

Even if it is difficult and even hazardous to discover the opinion of the citizens of the community, it is important to do so. Any support for the improvement of teachers and teaching will start with the community as it is today.

An opinionnaire is suggested as the means for discovering the thinking and belief of the community on vari-

ous issues having to do with schools and teaching.

On the basis of the information collected in the study, the committee would gather data and work out specific proposals on the reasons for changes in the schools, the services good schools provide, the demands made on the teachers in these good schools, and specific ways in which the board of education could plan action. Finally, the committee would cooperate with the superintendent and board of education when steps are taken to put its recommendation into effect.

Assuming wise selection of the committee and adequate direction of the program, it is reasonable to expect the following outcomes:

1. Clearer lay understanding of the modern demands on the school and of the need for improved and expanded services, keener appreciation of the teacher's part in providing the services, and increased respect for the teacher.
2. Increased willingness to give the school adequate financial support.
3. Stimulation of the teacher in-service development program.
4. A set of mutually understood and agreed upon specifications for the educational program.
5. A better understanding among teachers themselves of the demands of this generation on the schools and increased confidence that they will have public support in achieving the broader goals of public education.

CAUTION AND SUGGESTIONS

1. Put teachers on the committees, particularly the very young and the older teachers.
2. Maintain good press relationships throughout the entire study.
3. Avoid reflections on present teaching staff.
4. Avoid approach that invites lay judgment on professional matters, such as translating services into teacher qualifications and activities.
5. Be sure proper relationships are understood before the program starts. The committee must not presume to perform functions that are legally the responsibility of the board of education.
6. Select laymen with care. The ablest and wisest among them should be included regardless of any other considerations.
7. Go forward with the confidence that the best school programs usually are those with widest public support.

PRESSURE GROUPS THREATEN HONEST TEACHING

ALEXANDER G. RUTHVEN

President, University of Michigan

AS EDUCATORS have always insisted, instruction should be objective and aimed at providing full knowledge on controversial issues. The normal person, they believe, may be trusted to arrive at right conclusions if given all the facts. In their opinion, the only thing the members of a free society need to fear is ignorance.

We are now, however, in a period of stress, strain and confusion. Any one, including teachers and students, who questions the status quo, however honestly, may find himself under suspicion.

The fact is that our schools are not a menace to, but a bulwark of, democracy. With few exceptions, college teachers in this country can be trusted to guide our youth in the ways of right thinking. Our schools represent free enterprise at its best, and they represent it much better than do some businesses and other social organizations.

There are signs that under the pretense of protecting democracy persons who are not familiar with the work of the schools or who are con-

cerned only with their own interests or beliefs are interfering with the work of our instructors by unfounded criticism and by condemnation of individuals by association.

It is certainly no secret that there are large and important state universities, as well as smaller institutions, in this country in which instructors are afraid to express their convictions, however sound they may be, and in which administrators are in the position of having to get the approval of certain pressure groups before they dare to announce policies.

I fear greatly that this situation will discourage instructors, and it is now discouraging promising young people from going into the teaching profession.

Communism is not the only threat to a liberal education. Pressure groups, professional as well as political, have perverted instruction in the past and can do so again. The most insidious method is the old one of calling black white and white black, and accusing by innuendo and false assumptions. It is the method of those I call self-made Pharisees. It can only be guarded against by continuing education.

From an address given before the University of Michigan Press Club, September 30.

FIRSTHAND experience with the aviation extension course program for rural school teachers of Alameda County is being obtained by Supervisor Wayland Petty and County Superintendent Vaughn D. Seidel as they look over a plane.

GLORIFIED CLERK" would have described the typical California county superintendent of not so many years ago.

He gathered statistical information, recorded changes in boundaries, saw that teachers possessed certificates and reported this information to the state department of education. There were some few responsibilities in connection with school finance, such as approving budgets and warrants. His office required very little manpower—in most instances, two or three clerks and a stenographer. How different is the situation today!

From its inception, the office of county superintendent in California has consistently grown in the number of functions performed. This growth has been stimulated both by the state and by local school districts. Through legislative enactment, the state has continually increased the county superintendent's responsibilities. At the same time there has been a constant transfer of responsibility from the school districts to the state, and thence to the county superintendent as an instrument of the state.

Examples of the duties that have been transferred from districts to the state are supervision of attendance, selection of textbooks, and certification of teachers. Such requirements as providing classroom supervision, coordination of courses of study, and education of the physically handicapped are examples of state assigned responsibilities.

This continuous accumulation of functions has entirely changed the status of the county superintendent. He is no longer a clerical employee but is required to assume a major rôle of leadership in the county educational program. To be sure, he still is charged with clerical duties, but the greater amount of his time now is spent in developing, maintaining and supervising the educational program in the rural districts of the county.

In a broad sense, all school districts in a California county can be classi-



COUNTY SUPERINTENDENCY GROWS UP

JAMES H. WILLIAMS

Assistant Superintendent
Alameda County
Oakland, Calif.

fied into two groups: (a) the city schools, and (b) the rural schools. In most instances the city schools are considerably larger than the rural schools and have physical and financial facilities for a well rounded educational program supported by classroom supervision, curriculum coordination, library and audio-visual materials, and health and child welfare services.

The rural schools, as designated, are never large enough to provide the special facilities essential to a well balanced educational program. As a result, the smaller schools of a county must go without the special services provided in the city systems or else such services must be provided on a collective basis by some central agency.

The office of the California county superintendent, and rightly so, it is felt, has been designated by the state as the *equalizing agency* to provide these necessary services to the small rural school districts.

Even though California boasts several large cities, 40 per cent of its children still obtain their education in village and rural schools. To meet this educational responsibility, the California county superintendent has found it necessary to surround himself with a staff of well trained educational specialists and to provide them with ample travel facilities to carry needed services to the schools.

In like manner, it has been necessary to provide and transport to the schools

the necessary instructional materials, such as audio-visual aids and library books.

Through a constitutional amendment and legislative enactments that followed, the county superintendent in California recently has been put on a much sounder financial basis. The current law provides that \$3 for each child in average daily attendance from kindergarten through junior college shall be set aside as a *county service fund*. Out of this fund the county superintendent receives the financial assistance necessary to supplement and to enrich the educational program offered to the rural children of the state.

In effect, \$3 per average daily attendance means approximately \$7 each for the rural children the county superintendent actually serves. While this amount of financial support does not provide as full and enriched a battery of services as might be desired, it has nonetheless made possible the creation of county offices of education with sufficient staffs, in both numbers and training, to give the rural children educational services previously unknown in California.

Included also in this recent program of change was a constitutional amendment that provided authority for professionalizing the office of the county superintendent. Under the present program, the county superintendent is required to hold a credential identical with that required to administer the largest school or school system located in his county. To obtain such credentials in California requires approxi-

mately six years of college and university work. Previously, no professional qualifications for holding a county superintendency had been prescribed.

Still another avenue of possible improvement was embodied in a constitutional amendment authorizing permissive legislation through which county boards of education in chartered counties may be elected by popular vote. Under this plan such boards, when duly elected, may choose the county superintendent in the same manner as most city superintendents now are chosen. Thus far only one county, San Diego, has taken advantage of this provision.

A description of the program being carried on by the Alameda County superintendent of schools will illustrate the general pattern in most of the California counties. Provision has been made for three divisions: (a) instruction; (b) special services, and (c) finance.

These three divisions are under the immediate direction of the assistant superintendent, who is, in turn, directly responsible to the superintendent. The superintendent, assistant superintendent, division heads, and two selected members of the staff form an administrative council, which meets twice monthly. The council formulates plans and determines policy.

The duties of the division of finance are fiscal in nature and tie in closely with the work of other fiscal departments of the county government. Personnel in this division, for the most part, consists of county civil service

employees, who, of course, receive their salaries from county funds. The functions of the division of finance, while numerous and extensive in a county the size of Alameda, are not materially unlike the same functions in counties throughout the country. They are the responsibilities that from the first have been a part of county government; in the past they constituted the major portion of the work of the county superintendent.

The duties of the divisions of instruction and special services are performed by persons professionally trained in educational administration and supervision. Their salaries are paid from state derived funds. These two divisions have a combined staff of thirty-five members, chosen by the superintendent with the advice of the administrative council.

This staff, in turn, ministers directly to the educational needs of approximately 14,000 rural school boys and girls. The two divisions carry on, among other things, an effective program of general classroom supervision, in-service teacher training, curriculum development, and special education for the physically handicapped. The program of instructional supervision and curriculum development reaches from kindergarten through high school. Specialists are provided to supervise the teaching of music, art, health and physical education, but their work is closely coordinated with the program of general supervision. Greater emphasis is given to the supervision of the elementary schools, but, as time and facilities permit, an increasing amount of attention is being given to the high schools.

Alameda County gives high priority to the in-service training of teachers. During the last year, seventy elementary and high school teachers attended a series of weekly meetings to develop more effective techniques in the teaching of the language arts.

Another group of forty teachers met twice monthly to get specialized instruction in aviation education. The aviation education series was aided by the state department of education, which provided a consultant and paid for an hour's experience flight for each class member. This in-service training in aviation education included carefully conducted tours of local airports and experience flights in both large and small planes.

No college credit was given for either of these series of meetings. At-



BEDRIDDEN BOY
practices word
pronunciation as
Louise Ryan, a
county supervisor,
pays a visit to
the child's home.

DIORAMAS supplement the classroom work on Mexico. Miss Landis, the teacher, directs the pupils' attention to some of the detail.

tendance was on a voluntary basis.

The Alameda County in-service training program is at all times guided by the practical needs of the teachers.

In like manner all phases of the in-service program represent joint planning on the part of the county teachers and the county superintendent's professional staff. Frequent use is made of the services of consultants from colleges and universities of the area, and from the state department of education.

The department of instructional materials is an integral part of the division of instruction. Its service is available to every rural school in the county. Two panel trucks make weekly deliveries and pickups at each school. This department, which includes audio-visual and library services, is under the direction of a member of the professional staff. Assisting him are two professionally trained librarians, one for audio-visual services and one for library (book) services. Classroom supervisors are kept informed of available instructional materials and in turn pass this information on to classroom teachers.

Through this avenue, a wealth of effective instructional material is made available to teachers in such a way as to ensure proper placement, timeliness and effectiveness. The selection of new material for this department is a continuous process and is accomplished through the joint work of teacher committees and the classroom supervisors.



Several types of special education are included in the services of the Alameda County superintendent's office. Two teachers visit twice a week some forty children who are confined to their homes by physical handicaps or protracted illness. Currently a special school is being planned for the cerebral palsied. Separate classes are being organized for the mentally retarded.

Another program provides education for sixty delinquent boys of high school age who are detained for periods of six to nine months in a juvenile camp. The camp is corrective, not penal, and is concerned only with first offenders. A special program of safety education is sponsored in both the elementary and high schools.

Five speech and lip-reading teachers give full time to speech correction and hearing conservation work. These teachers visit schools twice a week to give individual or group instruction to children who have speech and hearing defects. The services of a psychologist and an audiometrist are available. A program of vision screening and the full-time services of a dental hygienist also are provided.

The chief function of a continuous program of testing and evaluation is to improve classroom instruction. For that reason, it is tied in closely with

the general program of classroom supervision.

Other services include an advisory relationship with trustees and administrators on matters dealing with educational, financial and building problems. In conjunction with the program of safety education, regular building inspections are made by a staff member who has had special training for this type of work. Special assistance is provided in connection with attendance and child welfare cases.

It is hoped that the pattern of organization shown here and used in some modified form in most California counties may be helpful as a point of reference for county school offices in other states. It is not the purpose here to glorify the rural school—we still need much in the way of district consolidation in California—but it is an attempt to show that a realistic approach has been made toward doing something educationally for America's rural children.

Nearly half of the school children of the nation attend small village or rural schools. Those schools are too small to provide an enriched program comparable to the well rounded program found in most of our city school systems. This condition should be faced realistically. That is what California has attempted to do.



Hostess and assistant dust and sweep living room, except on the day when home manager and assistant step in for the thorough weekly cleaning.

A. E. WOLTERS
Principal

GLADYS CAIRNCROSS
Home Economics Director
Highland Park High School
Highland Park, Ill.

"STATIONS" TO GRACIOUS LIVING

GIRL graduates of the high school in Highland Park, Ill., may well raise a quizzical eyebrow several years hence when their suitors proclaim "Two can live as cheaply as one." And the reason for their skeptical glance might rightly be traced to a practical course in home management.

When Highland Park set up its unique homemaking course two years ago, it was to provide life-adjustment experiences. The usual electives of cooking and sewing had been offered, but they didn't appeal to the glamour conscious girl. For the most part, these classes had been chosen by practical, budget-minded girls who anticipated that well groomed and well fed husbands would be their chief responsibility, or by those going on to college to major in "home ec."

Besides dispelling the menial aura that these subjects had acquired, Gladys Cairncross, home economics director, and Principal A. E. Wolters wished to solve a more immediate problem. Wartime had accelerated the independence of youth. Even high school girls were able to get good paying jobs during summer vacations. Upon graduation, about 40 per cent would assume home or office careers; the other 60 per cent would go to college. Highland Park wanted to offer them homemaking education in a realistic manner.

A survey of homes was made. Enthusiastic replies came from parents

in both high and low income brackets. They wanted their daughters to learn the newest methods of housekeeping or to have a working acquaintance with them for efficient direction of domestic help.

It was easy enough for students, parents and teachers to list the skills expected of an efficient household manager; but how to teach them most effectively was the big question. As in manual arts at Highland Park, where boys actually build a house, girls needed a bona fide learning environment for homemaking. And they could learn to do household tasks more efficiently by operating various new makes of work saving equipment—vacuum sweepers, washers, ironers, stoves—such as they might be likely to have in their future homes.

First of all, the purpose of the new homemaking program was to teach more than the usual one-year courses in foods and clothing so as to give training in all phases of home management. A girl learns not only how to be a gracious hostess but also how to plan, prepare and serve meals; clean house, wash and iron; design and make clothing; budget and keep account of household expenditures; attend the sick, and care for children.

A judicious bit of planning made the program financially possible. The home economics room was retained, but its little used practice rooms and a wide hallway were remodeled into

As told to
MARY TOMANCIK

an attractive five-room apartment. Two classrooms were adapted for the clothing laboratory and nursery school.

In the food laboratory, previously used for first-year home economics courses, it was relatively easy to equip an alcove as a modern electric kitchen.

A storage room was converted into a laundry and equipped with an automatic washer, electric drier, electric ironer, a hand iron, a cabinet type of ironing board, stationary tubs, drain-board sink, and a closet for linens and supplies.

For the five-room apartment, which can be closed off as a home unit, a small kitchen was made from the wasted hall space. It has a steel cabinet sink and modern gas range on the window side, spacious cupboards and a new gas-powered refrigerator on the other.

The whole apartment is carpeted in subdued green, with walls tinted to match, and is accented by flowered draperies. The dining room suite includes a table, ten chairs, a buffet and a china closet. There is china, crystal and silver service for twelve.

In the living room, upholstered in pleasing colors, are a davenport, two wing-back chairs, a love seat, another chair, several occasional tables, and lamps.

Off the entrance hall is the bedroom, furnished with a twin-sized bed complete with linens, blankets, pillows and spread; dressing table; chair, and chest of drawers. Ruffled curtains at the window get their share of student washing and ironing. This is the laboratory for the home nurse, who learns to miter corners instead of stuffing sheets under the mattress. An actual patient can make the process a little more difficult, but that's in the lesson. The "nurse" also gives a bed bath to the patient (that week's assistant home nurse) and serves her breakfast in bed.

The large bathroom, with its cabinet of sickroom supplies, actually is scrubbed by the students, and almost vice versa, because the homemaking program emphasizes good grooming, including time for manicures and baths.

A manual arts room proved ideal for the clothing laboratory. Its blue-printing room became a fitting room; mirrors on the cupboard doors replaced a separate triple-view mirror. Except for a specially constructed unit of shelf lockers, electric sewing machines and other equipment from the former home economics room were sufficient.

Delight of all homemaking students is the preschool nursery. Tables, chairs, lockers and bathroom facilities are all "tiny tot" size. Most of them were brought from a former nursery school, along with a piano and toys. This is the laboratory, complete with 2½ to 4-year-olds, for study of child care.

The unique feature of Highland Park's program, however, is the steps or "stations" by which gracious living is taught. Twenty-three station assignments permit each girl to serve first as assistant, then as "teacher" in most of ten major departments: hostess, home manager, cook, dietitian, waitress, housekeeper, librarian, home nurse, nursery school supervisor, and designer.

GUIDED BY MASTER CHART

At the beginning of the thirty-five weeks' course, a number is assigned to each girl. A master chart indicates in what order she will study the various areas of homemaking and the amount of time she will spend on each. The schedule calls for seven periods a week, one period a day on three days and two periods on two days.

The program begins with a three weeks' orientation period, during

which teachers explain the work plan and demonstrate proper use of equipment. After that, the girls are practically "on their own." They meet once a week to receive lesson plans, which outline responsibilities for their next station assignments. They are encouraged to study the plans and add any ideas they consider essential to a smooth-running household.

VARIETY OF EXPERIENCES

Any combination of the following stations or assistant posts may constitute a year's schedule:

FOODS: Waitress, assistant cook, supervising cook, nursery cook, dietitian.

HOUSEKEEPING: Housekeeper B, housekeeper A, home manager.

PRACTICAL NURSING: Assistant home nurse, home nurse.

APARTMENT MANAGER: Hostess.

CLOTHING: Assistant designer, designer.

CHILD CARE: Observer, assistant observer, hostess.

BUSINESS MANAGEMENT: Librarian, assistant. (This is the only post serving the entire program.)

These station assignments constitute the first year of the two-year home-



Lunch time at the nursery school. Potential homemakers learn child care by observing and caring for these 2½ to 4-year-olds.

making course. During the second year, students are permitted to specialize. After a personal conference with the program director, each girl selects her own program; the schedule can be adjusted so she spends almost a whole semester in a preferred division, such as foods, clothing or nursery school. During a third year, also elective, advanced instruction about foods and clothing is given.

Three teachers, including the director, administer the program. Enrollment is limited to ninety, allowing forty-five pupils per class. Sophomores, juniors and seniors who have had a year's study of foods and clothing may elect the two-year homemaking course.

The course is popular with the janitor. All he has to do is sweep the corridor outside the homemaking unit; the girls do all the housecleaning in the apartment.

Total investment in the program, now in its third year of operation, is a little more than \$9000, including \$6000 spent for remodeling the apartment, kitchen, laundry, clothing room, and nursery. Laundry equipment cost about \$500.

Expenditures for the nursery school were about \$255, although the total value of its equipment really is about \$700. Highland Park previously had a practice house, including a nursery school, from which tables, chairs, piano, toys and plumbing were moved. The home nurse station also was fur-



Home nurse feeds her "patient."

nished with nursing school equipment.

Living room and dining room equipment cost \$1500. Second-hand furniture was reupholstered or reconditioned, and other economies were made by shopping at auctions or special sales.

Cost of foods and general operating expenses, however, are offset by income from the nursery school. This brings \$17 a month from each of the twelve pupils presently enrolled, or approximately \$1300 for an eight-month session.

Use of the newest stoves and refrigerators is assured under a special five-year agreement with the different manufacturers. As soon as a new model is released, it is brought in to replace one that may have been pur-

chased for the program only the year before. The advantage to students is readily seen. They have a chance to study the latest features of equipment that they might select for their own homes. The gas ranges also are of different makes, with left-hand, right-hand, divided and staggered burners.

There is much evidence of appreciation for the new home-making course. Among the girls there's competition when extra work is to be done. "They stay as long as we let them," Miss Cairncross told us, "and they volunteer extra time for the nursery school." One girl who wasn't particularly interested in school said she stayed only because "the one course I like best is home-making."

Many mothers think the course should be made compulsory, and fathers are amazed at the tastefully furnished apartment. The equipment is so modern, in fact, that they ask Principal Wolters not to tell their wives about it. The nursery school attracts them, too, especially the small-size plumbing.

Visitors are cordially invited and most cordially received.

The girls waste no time starting on the day's work, even if an instructor is not present. Their fairness and self-direction extend to the profile and rating reports they make of fellow students. Ratings are seldom more than a point off, the instructors have found, when they add their evaluation of a student's work.



Cooks prepare a luncheon in the apartment kitchen.



Housekeepers' station is this modern laundry room.

Chalk Dust

DECEMBER

Now cold December brings its woe, its sniffles, and its sneezes. The frozen buses fail to go, developing new wheezes. Now wild confusion fills the halls while insurrection soars triumphantly amidst the bawls of hard-pressed janitors. The Chrismas parties stir the air with loud hilarity, and every schoolroom seems to share a fuse-defying tree. An atmosphere of happy cheer rings through the Christmas air as visiting dogs and infant sibs crowd every thoroughfare. Away with books and study, away with tiresome rule. Am I keeper of a madhouse or do I run a school?

« »

ALICE IN WONDERLAND

VI—Alice Meets the School Board

ALICE stared curiously at the long table overflowing with paper clips, unpaid vouchers, miscellaneous bills, letters of complaint, and a few loving cups used as ash trays. Around this confusion sat the Wonderland Board of Education. At the head of the table, in the president's seat, was the Mad Hatter, very pompous and noncommittal as he conferred with the March Hare, who was vice president.

Crowded tightly between these two dignitaries, who jostled him on every occasion, sat the Dormouse, looking very ill at ease. From his pale and scared expression Alice deduced at once that he was the current superintendent of schools.

On one side of the Board table the Lion glowered at the Unicorn seated opposite. It was evident they were spoiling for a fight regardless of the cause. Two other Board members were in evidence — the Cheshire Cat, who grinned savagely at the trembling Dormouse and licked her chops, and Humpty Dumpty, who, whenever an issue was raised, promptly fell off his chair, first one side and then the other.

"The first question before the Board," shouted the president, "is, of course, the superintendent—to be or not to be." The Dormouse turned pale and tried to hide. The Cheshire Cat licked her chops. Humpty Dumpty, in trying to straddle the question, fell off both sides of his chair at once, and only the Lion and the Unicorn, who were arguing violently over the color of football jerseys, paid no attention.

"I move that the superintendent be tabled," said the March Hare amidst general approval. "What other business is there?"

"We have a complaint from the Walrus, who, you know, is a big taxpayer," said the president. "He claims he is being discriminated against in favor of out-of-town merchants."

Turning to the superintendent, "Point up the issue," he said gruffly (*i.e.* expand one page of arguments into fifteen pages).



"The Walrus's bids were high," squeaked the superintendent, "and, anyway, he couldn't supply the material."

"That is irrelevant and immaterial," said the president. "We must modify our policy," meaning, of course, that the policy must be completely reversed but let's pretend it hasn't been changed at all.

"What is the policy of the Board?" Alice asked timidly.

"That, my girl, is for us to know and for you to find out," said the March Hare, chuckling. "If you can," added Humpty Dumpty as he fell with a squish.

And, with this, they all began thumping and pinching the Dormouse until he was black and blue.

"Stop," said Alice indignantly. "What has he done?"

"What do you think he is paid for?" shouted the Board in unison. "What else is a school superintendent for?" The Cheshire Cat, who up to this time had been silent, grinned evilly and licked her chops.

"Just like home," said Alice, as she fled from the scene of carnage.

« »

HOW TO MAKE AND INFLUENCE

A NEW principal writes Chalk Dust asking advice on how to maintain friendly relations with his board of education. Full of wisdom as we are, we must admit the question is a poser.

Our own, somewhat interrupted, history of school board friendships has been marred from time to time by slight misunderstandings, such as the day when in an excess of budgetary optimism we bought a set of dictionaries for the kindergarten or the time when we insisted on our wife's statutory right to join a bridge club. In most cases, these confusions were easily resolved by a moving van, the cost of which was invariably paid by us. The board was not moved easily.

In the main, however, we have always found school board members most understanding and sympathetic. We recall with pleasure the crisis in our affairs when a delegation of taxpayers accused us of going in several different directions at the same time. They retired in confusion when the wise old president admonished them, "If the young fellow is going anywhere at all, which I doubt, better leave him be."

We cannot agree with Mark Twain who said, "In the first place, God made idiots. This was for practice. Then he made school boards."

Mark Twain was a distinguished school board member himself and he probably was annoyed because he wanted to fire a teacher who had tenure.

AUDIO-VISUAL AIDS

BUILDING MENTAL IMAGES

PAUL T. WILLIAMS

Associate Supervisor for Visual Education
New York State Education Department

WE DON'T build images for anybody; each individual must build his own. What we as supervisors and teachers can do is to train our students so that they will be able to form and develop clear, exact and definite images. This can best be accomplished by training youngsters in observation, analysis and interpretation—procedures in which visual aids may be of invaluable assistance if carefully selected and correctly utilized.

Teaching pupils to form images should begin in the very first years of school. We know that children are highly imaginative. The alert supervisor capitalizes on this truism and sets as one of his goals "the training of each child in the ability to form correct and definite mental images." Simply permitting the child to "look" at pictures will not contribute much, if anything at all, toward meeting the ultimate objective of forming correct and definite mental images. Indeed, such a procedure is likely to produce in the student's mind images which to him are clear and accurate but which the trained mind knows, from previous experiences, are likely to result in inaccurate distortions of the true image.

Mere exposure to pictures is certainly not enough! Previous experiences of the student plus thoughtful effort brought to bear on observation, analysis and interpretation of the picture will determine what the student will get from the picture.

The place to begin is with observation. Visualizing is a mental act. It involves the use of mental functions. It demands more than the mere physical act of the eye on the picture. The images formed in the mind result in a re-creation or rebuilding of the picture observed and directly reflect the student's ability to observe accurately and clearly. True visualization is imagination. This imagination is the ultimate end toward the development

of which visual aids should be thought of as means to that end.

As occasion merits, visual aids should be used as an approach to an understanding of a truth and as illustrations of a general statement, but the supervisor must not forget that

the development of thinking is paramount. This can be brought about only through the ability to form exact, clear and definite images. The student's ability to direct and keep his attention upon a problem or a physical object is an indication of a trained mind and a thinking individual.

From the beginning of man's presence on earth he has been seeking devices that would stimulate interest and assist the imagination. Imagination demands proper food with which to work and function.

Every good teacher is always searching for devices which will make the work of the classroom more meaningful, more realistic, and which will develop thinking and imagination on the part of his students. In the carrying out of these objectives visual aids excel as a means to an end.

The selection of visual aids for the specific purpose of stimulating the imagination should not be confined to those aids that are solely of a mechanical nature, *i.e.* when projectors are required in presenting the visual aid to the students. Visual aids should be chosen on the basis of whether they will do a specific job at a specific time rather than on the basis of type of visual aid.

Not only should visual aids be authentic, accurate, truthful and significant but also they should be simple in organization and construction. The simpler the visual aid the better. This statement applies to the selection of visual aids in all subject matter areas and on all levels of instruction.

The teacher of the child in the nursery school or in the kindergarten can use to good advantage such visual aids as simple pictures, fairy tales, nursery rhymes, imaginary play, simple dramatizations. She will capitalize upon the child's natural curiosity concerning things about him. The alert teacher develops this wholesome

SOME GUIDING PRINCIPLES

- 1. Select your teaching aids on the basis of whether or not they seem to have potential educational significance toward meeting your specific objectives.**
- 2. Remember that most people have five senses. Utilize as many as possible in your teaching.**
- 3. Fit the teaching aid in when and where it is needed.**
- 4. There are particular teaching aids for particular purposes. Do not use one aid to the exclusion of all others.**
- 5. Select other supplementary teaching materials in addition to the one you consider basic.**
- 6. Prepare yourself and prepare your students before using the teaching aid.**
- 7. Approach the teaching aid as a laboratory exercise.**
- 8. Locate in a picture the major center of interest; observe each feature separately; strive for an orderly analysis.**
- 9. Stimulate interest and direct responses so that they lead to student creative activity.**
- 10. Aim at providing for correct inferences and reflective thinking on the part of the students.**



Photo by Ambrose J. Hickey, staff photographer, New York Board of Education.

Live animals are visual objects of learning in the nature rooms of New York public schools. The in-service training program there helps teachers to realize the full meaning of the saying, "We all teach with visual aids."

curiosity into vivid and realistic imagination.

The exploration of new places, interest in animals and flowers, the telling of stories, and the like are all excellent aids for the teacher to use with both primary and intermediate grade children. Thus the child begins to differentiate between the real thing and imaginary things. We capitalize on his interest in asking questions and assist him as he tries to understand the world about him. We direct his attention to the frequent great differences that exist between the "real" thing and somebody's idea of the same thing as expressed in a drawing, a model, or some other medium of graphic presentation.

As the child grows older we should steer his creative urges in the direction of projects of the constructive type. Such projects assist the child in developing his imagination through the application of realistic practices.

All the suggestions and direct assistance that supervisors can give to their teachers will do little good if the teachers lack the interest, enthusiasm

and ability needed to develop and carry on an educationally significant program of visual instruction in their classrooms. If the same teachers were presented with all the various types of visual aids pertaining to their specific problem that could possibly be obtained, this condition would be no guarantee of fruitful results with respect to the students' increasing their sum total of knowledge or their ability to think clearly. With all due credit to what visual aids can accomplish, they are only as good as the efforts made by the teachers using them!

The teacher must know WHY she is using the specific visual aid that she has chosen, for only she knows the specific objective she wishes to meet. The teacher must also know WHAT she expects her class to get from the visual presentation that she is planning.

It is imperative that the student be told by his teacher why the visual aid is being used, what he should get out of the visual presentation in terms of questions and problems, the answers to

which lie potentially in the visual aid as presented to the class. If these simple laboratory type of procedures are not followed, the lesson is likely to degenerate into a rest period for the teacher and a recreational period for the students. If visual aids are to be thought of as pure recreation—don't use them in the instructional work of the classroom. If they are to be used at all [as recreational], project them in the auditorium where they belong.

Visual materials such as objects, specimens, models, charts, globes, maps, blackboards, sandtables, prints, films, slides, filmstrips, field trips, and the like will undoubtedly be brought into use at one time or another in clarifying the daily lessons.

All of these visual aids and many others, if properly used, will ultimately assist in the direction of training students to think and to form clear, exact and definite images. Although the teacher may be using one visual aid to teach contrast or comparison, another as a basis of a discussion, and still another to illustrate a particular point, they will do much if presented properly toward training the child in the abilities of observation and analysis without which true visualization is impossible.

Schools Responsible for Safety

High rate of accident deaths calls for more help from education. National Safety Council organizes school and college conference at annual meeting in Chicago.

EVERY school in the country can play a part in reducing the accident toll.

This belief was expressed at the school and college conference of the thirty-sixth national safety congress and exposition in Chicago, October 18 to 22.

From speakers and at committee meetings those attending the conference learned that the number of schools offering safety education courses is rapidly increasing and that state departments of education and parents are offering schools better cooperation in safety education.

NO. 1 KILLER

In terms of all deaths, accidents are the No. 4 killer, but in terms of the life work span they are the No. 1 killer, according to a special medical study on which President Ned H. Dearborn of the National Safety Council reported. There are more accidents among young people and working groups; this places greater responsibility on schools and colleges, Mr. Dearborn pointed out.

However, more effort and money are being spent in the United States for the conservation of wild life and physical resources than for the conservation of human life, said J. P. Sieberling, president of the Sieberling Rubber Company.

Mr. Sieberling suggested that schools may deal with safety education in three ways: (1) by taking a fatalistic attitude toward accidents; (2) by maintaining that safety education is the responsibility of the home, not of the schools; (3) by realizing that safety education for youths and adults is part of the responsibility of the schools.

Orville M. Cox, director of safety services, Milwaukee chapter of the American Red Cross, told the conference that more success has been achieved in training young people in safety, indicating that they are the

ones who eventually may whip one of the nation's major problems.

"I am extremely discouraged," Mr. Cox said, "with the result of our efforts in the adult accident prevention education program. But at the same time I continue to be agreeably surprised with the results of safety education when taught in the schools and colleges. I believe the safety of our nation is in the hands of the next generation."

The growth of safety education is reflected in the number of textbooks on the subject and the number of schools now training instructors in accident prevention, according to Herbert J. Stack, director of the New York University Center for Safety Education.

TEXTBOOKS, TRAINING INCREASE

Nineteen years ago, he recalled, there were only four research studies on safety education, compared with more than sixty now. A few years ago there were only two textbooks and safety readers, while now more than 200 are available. A recent survey, Mr. Stack said, showed that the enrollment in driver education and training courses in high schools last year was almost three times that of the previous year.

"In cities of all sizes the schools must eternally campaign against home, play and school accidents," said Lewis E. Clark, chairman of the school safety committee of the public schools in Lansing, Mich. "All communities have their seasonal and common recreational hazards. All face the ugly specter of uncontrolled fire. Schools in towns of all sizes are turning out street and highway users, potential operators of motor vehicles. No school can shirk its duty to prepare pupils to cope safely with these hazards."

Some parents and students oppose high school driving courses because they feel driving is far too easy and simple to be listed as a high school

subject, according to Samuel Hott, driver training instructor at the high school in Bedford, Ohio. He attributes this to the less complex traffic conditions prevailing when the parents learned to drive.

Mr. Hott urged that school driving courses include thorough discussion of all phases of driving, in addition to actual behind-the-wheel experience, to impress upon the students that driving skills in themselves are not sufficient to curb accidents.

At the annual congress banquet, each person was asked: "In your attendance at the many school and college meetings, committees and programs, have you noticed any special trend in school and college safety activities?"

INTEREST IN SAFETY GROWS

Wayne P. Hughes, director of the school and college division of the National Safety Council, reported that the safety congress itself showed an important trend. The attendance of school and college people was the largest in the congress' history. There was greater interest in programs and in the section and committee meetings. While teachers, principals and safety supervisors attended the congress as in other years, more school administrators, commissioners of education, deans of colleges of education, and other administrative personnel also were present.

A noticeable trend toward increased interest and desire on the part of school and college personnel for adequate research was pointed out by A. S. Levens, professor of engineering design, University of California.

Driver education is the liveliest activity in the high school curriculum, he said, but there seems to be genuine confusion about how the subject should be taught. In several conferences he had attended, Dr. Levens said, the stress in one meeting was on behind-the-wheel training; in another, on driver attitudes. There was a constant quibbling about whether classroom or behind-the-wheel training is of greater value.

Thelma Reed, teacher and principal of a Kansas City elementary school, and Gerald M. Van Pool, director of N.E.A. student activities and awards, agreed that there is a need for adult education in safety. They said there is a marked trend toward more adult-youth cooperation and home-school cooperation for safety.

An increase in the number of courses in safety education and the assumption of greater responsibility for safety education by state departments of education were noted by Michael F. Walsh, commissioner of education for Rhode Island.

Particularly in the southern states nearly every teacher training institution not only has increased the number of its safety courses but also has placed them in the curriculum for the regular school year, said John Corbally of the University of Washington. In states that have shown little activity in the field of safety education, he added, there is an increasing number of laws requiring the teaching of safety.

Marion R. Tribune, dean of the school of education, Pennsylvania State College, said he had discovered much concern in the various meetings about how to fit safety into the educational structure. It seemed to be the opinion of administrators that it was an administrative function, while teachers regarded it primarily as a function of instruction, and others saw it as a community relations activity.

The dean's own belief is that the individual heading a safety education program in a school system should have director status; that he should have one or more assistants, and that all areas of safety should be given attention in proportion to the need shown in research studies.

A trend toward locating responsibility where it belongs was reported by Harold Lillie, director of the safety council in Lansing, Mich. He said education in the schools was the responsibility of school officials and teachers, not of "make believe" teachers; that the law enforcement program is a job for law enforcement authorities, not for amateur policemen, and that engineering aspects of safety are the responsibility of trained engineers, not of publicists.

SCOOTERS CAUSE TROUBLE

Motor scooters and motor bikes received more attention this year than they had in previous years.

Dr. S. B. Sudduth of George Peabody College reported on a special study which showed that most states recognize scooters and motor bikes as motor vehicles and that these vehicles offer serious parking and control problems to school officials. Most of the drivers are under 16, the minimum driving age in most states.

Dr. Sudduth's study showed that 25 per cent of the thousands of scooter and motor bike drivers have accidents and that only 40 per cent at the legal driving age have drivers' licenses.

SCHOOL CONFERENCE ORGANIZED

The school and college conference of the National Safety Council was organized two days before the congress opened. Its functions were defined as: (1) to determine and supervise the activities of the National Safety Council staff in the field of schools and colleges; (2) to encourage and promote coordination of the activities of all agencies in this field, and (3) to work with other conferences of the council on matters of common interest.

The conference was organized in accordance with a new constitutional provision of the council, which states: "There shall be a conference for each broad field of accident prevention covered by the activities of the National Safety Council for the purpose of program development and supervision and for representation on the board of directors."

Its chairman is John W. Studebaker, former U.S. commissioner of

education. The three members elected to the board of directors from the school and college conference are Dr. Studebaker, Herold C. Hunt, general superintendent of schools, Chicago, and Norman E. Borgerson, assistant superintendent of public instruction, Lansing, Mich.

New officers of the safety education supervisors section are: general chairman, James J. Griffin, coordinator of safety education, Chicago public schools; vice chairman, Zenith R. Clark, administrative assistant, public schools, Wilmington, Del.; secretary, Mary May Wyman, supervisor of safety education, public schools, Louisville, Ky.

The board of directors gave section status to the driver education and training group. Chairman is Gordon C. Graham, supervisor of safety education, Detroit public schools. Members of the executive committee are Herbert J. Stack, director of the New York University Center for Safety Education, and Ray N. McFarlin, safety education supervisor, Cleveland public schools.—*Information supplied by NORMAN E. BORGERSON, assistant superintendent of public instruction, Lansing, Mich.*

Standards for Bus Transportation

National conference recommends uniform policies and better legislation for school bus operation; urges care in the selection and training of bus drivers.

FOR the first time in the history of school transportation a nationwide code of standards for the selection and training of school bus drivers exists. The standards were adopted at a conference held at Jackson's Mill, W. Va., October 3 through 8.

The conference was attended by educators from forty-four states and representatives of manufacturers of school buses and equipment and of several agencies interested in training programs for school bus drivers.

"If all of the states would accept these standards," said Robert Eaves, executive secretary of the National Conference on School Transportation, "the transportation of 5,000,000 children to and from school would be

come immeasurably safer, I am sure."

The standards are to be submitted to the individual states for adoption. Among their major provisions are:

1. No state shall employ school bus drivers who are less than 16 years of age.

2. Before being hired, bus drivers must submit proof of reliability, self-reliance, sobriety and freedom from addiction to habit-forming drugs.

3. All bus drivers must have full and normal use of both hands and arms and both feet and legs and must not have epilepsy or heart ailments.

4. All bus drivers must receive adequate instruction in the basic duties of driving before being allowed to transport pupils.

5. All drivers must qualify for first-aid certificates.

Major emphases and general conclusions of the conference follow.

Standards. Every school bus should be equipped with flashing red lights such as are used on ambulances and fire engines, the conference recommended. Two red rear lights and two red front lights should flash alternately at a rate between 60 and 120 times a minute. This device should be especially helpful in making safer the loading and unloading of school children transported to school daily.

The conference also decided that the combustion-type of gasoline heater is safe for school buses. Under previous standards only hot-water heaters were approved.

Insurance. State representatives were urged to check their laws to determine status of liability for injuries to pupils transported and other persons and for damage by buses to the property of others. Liability of both the driver and the board of education should be determined.

Purchasing. The need for economy in purchasing equipment was empha-

sized. Economy can be achieved by year-round purchasing of bus equipment rather than by peak seasonal buying. State and local officials should plan together to perfect a procedure whereby needs will be expressed uniformly throughout the year. Direct purchasing of bus bodies from the manufacturers was recommended. Arrangements should be made so that gas, oil, tires and tubes may be bought by local school officials on state contract prices.

Traffic Laws. The need for uniform traffic laws governing the loading and unloading of pupils transported to school was stressed. The report of the subcommittee of the uniform traffic code committee was adopted. This provides that all traffic from the front and rear must stop for buses that have paused to load or unload pupils. It is hoped that all states will adopt this uniform law so that motorists will not be confused by differing laws.

Bus Drivers. That safe equipment gives safety only when it is used by good drivers was recognized as the basic premise for the two days' discussions about school bus drivers. It was the consensus of the group that all school bus drivers should be 16 years of age or older and that selection of drivers to meet established standards is essential. All drivers should be given opportunities for training through programs planned by state departments in conjunction with state police, local school authorities, and other official agencies connected with the licensing and regulation of drivers.

Safety. The conference showed great interest in and concern for the safety of pupils. The results that can and will come from the cooperative efforts of all responsible for transportation should be self-evident as soon as all states embark on a complete program of driver training and establish safety standards for school bus construction.

Called by the National Education Association's commission on safety education, the meeting was sponsored by the National Council of Chief State School Officers, the U.S. Office of Education, the American Association of School Administrators, and the N.E.A. department of rural education.—Reported by PAUL B. NORRIS, director of the division of transportation, Iowa State Department of Public Instruction.

Planning a NEW SCIENCE LABORATORY?

Layouts of equipment and plumbing details should be completed *before* building construction is started, to avoid excessive installation costs. Kewaunee engineers are experienced and can offer assistance without cost or obligation.

Some of the New Science Buildings that are being equipped in 1948 and 1949 with Kewaunee Equipment are:

- University of Michigan, Ann Arbor, Michigan
- University of Illinois, Urbana, Illinois
- University of Florida, Gainesville, Florida
- University of Washington, Seattle, Washington
- University of Arizona, Tucson, Arizona
- University of West Virginia, Morgantown, W. Va.
- Drake University, Des Moines, Iowa
- Wayne University, Detroit, Michigan
- Southern Methodist University, Dallas, Texas
- Michigan State College, East Lansing, Michigan
- Calvin College, Grand Rapids, Michigan
- Franklin & Marshall College, Lancaster, Pa.
- St. Michaels College, Winooski Park, Vermont

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NOW AVAILABLE ON SCHOOL PLAN TERMS

AMAZING FRIGIDAIRE AUTOMATIC WASHER

School Home Economics Departments can now purchase this outstanding washer, as well as the Frigidaire Ironer and Dryer, at almost half price

For accredited schools, the liberal Frigidaire School Plan is now extended to cover the purchase of one of America's newest and most outstanding appliances, the Frigidaire Automatic Washer. The plan also covers the new Frigidaire Ironer and the Frigidaire Dryer.

Under terms of this plan, schools may purchase Frigidaire home laundry equipment for use of Home Economics Departments at approximately one-half the regular retail price—purchase to be made through the local Frigidaire Dealer.

As in the case of Frigidaire Refrigerators, Electric Ranges, Water Heaters, Home Freezers—the 5-Year Replacement Plan applies. For a period of five years from date of purchase, as new models are introduced, the Frigidaire Dealer will replace older models with new models of comparable size and quality—at *no additional cost*.

SEE YOUR FRIGIDAIRE DEALER. Here is an exceptional opportunity to equip your school with the most up-to-date home laundry equipment. See a demonstration of these products—and get full details of Frigidaire School Plan—at your Frigidaire Dealer's. Find name in Classified Phone Directory. Or write: Frigidaire Division, General Motors Corp., 1322 Amelia St., Dayton 1, Ohio. (In Canada: 668 Commercial Rd., Leaside 12, Ontario.)



Look at all this washer does at the touch of a dial

1. Fills with hot water—automatically.
2. Washes clothes clean with Live-Water Action—automatically.
3. Spins out used wash water—automatically.
4. Fills with clean, warm rinse water—automatically.
5. Rinses clothes with Live-Water Action—automatically.
6. Spins out first rinse water and fills for second rinse—automatically.
7. Rinses clothes second time—automatically.
8. Gives clothes final Rapidry Spin—automatically.
9. Cleans itself and shuts off—automatically.

NOTE: Dial may be set to lengthen, shorten, repeat or omit any operation in the automatic cycle.

The only washer with Live-Water Action and Rapidry Spin

LIVE-WATER ACTION—a new, more effective clothes-washing principle. So thorough it gets grimiest work clothes clean; so gentle that dainty things are safe through washing after washing. See Live-Water Action demonstrated at your Frigidaire Dealer's.

RAPIDRY SPIN—a spin 2 to 3 times faster than most other washers. Clothes come out nearly 50% lighter in weight, easier to lift and carry. They are whiter, brighter—and many dry enough for immediate ironing.

You're twice as sure with two great names



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OPERATION AND MAINTENANCE

HOW TO CARE FOR WOOD FLOORS

IT IS no mean task to care for wood floors that are pounded daily by 10,000 pairs of hurrying student feet. That many pairs of feet can grind the finish from wood floors almost as fast as a maintenance crew can replace it.

No single maintenance method will answer all our needs; however, on most floors here at Denver University a standard procedure is used.

In processing all open grain woods, a floor filler is used first. This is followed by two coats of penetrating seal and two applications of liquid wax. Frequent additional applications of wax are employed to maintain the surface.

NO FILLER ON SOME FLOORS

On pine, gumwood and maple floors no filler is used, and the seal is applied directly to the newly sanded surface. It is first applied cross-grain on a small area—from 4 to 6 feet square—with a sheepskin applicator, after which the seal is smoothed with the grain; this operation helps remove air pockets and tends to increase penetration.

Liquid wax is applied as soon as the seal has dried. (We use the liquid variety because the ease of its application cuts down on the cost of labor.)

In application, we leave a 6 inch border next to the wall free from wax; then in buffing toward the wall, the buffer carries enough wax to give the border the same gloss as the rest of the floor. But, at the same time, it is not enough to build up a heavy layer of wax that will not be worn off. Such heavy border-layers must later be removed when refinishing is done.

Because of a recent incident, we make it a point not to use nonskid wax in classrooms. I had such a wax applied to several classroom floors. The following morning I faced an irate janitor in my office who wanted to

RAY HICKS

Superintendent of Maintenance
University of Denver

quit. He was a good man and I hated to lose him. He explained that he had to lift each piece of furniture in order to clean the floor, whereas before he only pushed or shoved it out of his way. The use of a nonskid wax, he said, would make it impossible for him to clean the 14,000 square feet of floor space per day assigned to him. I immediately saw that the use of such a wax where it was not absolutely necessary would necessitate increasing our janitorial force.

Wood floored corridors present a different problem. For safety reasons a nonskid wax is necessary. Students pressed for time are hurrying and are likely to be careless. Their twisting and turning on slick wax floors result in injuries which can be serious.

There are several places in which wax is not used in any form, kitchens and washrooms being chief among these. A small amount of water on a wax surface creates a hazard. In places where water might be spilled we use either a penetrating or utility seal; nothing more is needed, we find.

When a floor is in very bad shape and it is impossible to lay a new one immediately, we have found that painting it will generally keep it usable until a general overhaul can be done between school quarters.

PATCHING FLOORS

Sometimes when a floor is badly damaged only in spots—holes made by tables, desks and chairs—a surprising number of years can be added to the life of the floor if a proper and adequate patching job is done. Even in cases in which the wear is so extensive that the tongue and groove are cracking and pulling away, the floor can be repaired without a great amount of money being involved.

First the splinters are cut away. Then a mixture of cornstarch and orange shellac, mixed to a heavy paste, is applied like putty to the damaged areas. This compound hardens as it dries and makes a tough, economical and lasting repair.

Another floor that requires special treatment is the gymnasium. Here we use a gymnasium seal exclusively. It is heavy and dries to a glass-like surface. Players moving about at high speed require a surface that gives the maximum protection against floor burns and that, at the same time, takes hold of basketball shoes to assure good footing.

To accommodate student demands, the gymnasium is sometimes used for dancing. In this case, the janitor sprinkles a liberal amount of cornmeal on the surface. Unlike wax, this can be removed easily with a dust mop





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when the dance is over and the floor is ready for gymnasium use the following morning.

The kind of floor oil used to treat the mops, regardless of the type of floor, is important. It should not leave a greasy film on the surface after drying but should dry to a clean, hard finish.

Extreme care should be taken to prevent excessive oil from being left on the surface of the floors. To aid us in this, we treat our mops twenty-four hours before using them. The waiting period gives the oil time to

distribute itself evenly throughout the mop, eliminating ugly grease streaks and damage to some floor surfaces.

Steps present a separate problem. In one building, where traffic was very heavy, it was our misfortune to have two staircases of wood treads. These treads could be finished almost weekly, but the wood would be exposed in a matter of days. The cost of replacing these steps several times a year was prohibitive.

We solved the problem by using a concrete impregnated with asphalt, the entire surface of the treads being

covered. Surfaces laid two years ago are still in good condition because the concrete has not hardened and become brittle but is pliable and gives under the pounding of many feet.

Cracks do appear if the tread is not firmly fastened down. However, the compound will press together and the cracks will disappear when the loose tread has been made firm.

The nosing used on the front of the step has a vertical edge $\frac{1}{4}$ inch above the tread level, the desired thickness of the concrete surface. Once this frame is fastened down, the compound is troweled on and made level with the top of the vertical edge.

When later patching is necessary, the process is to dig out the damaged portion and replace it, smoothing it out with a trowel to an even surface. Traffic fuses the new material with the old in a matter of days, making it difficult to detect where the damaged area was repaired.

Wood floors and wood steps are a problem and, unless cared for properly, will play mean tricks with budgets.

There are many methods of caring for wood floors which vary according to the conditions. Any method is better than none, but it is up to the maintenance man to find the method that best suits his purpose.



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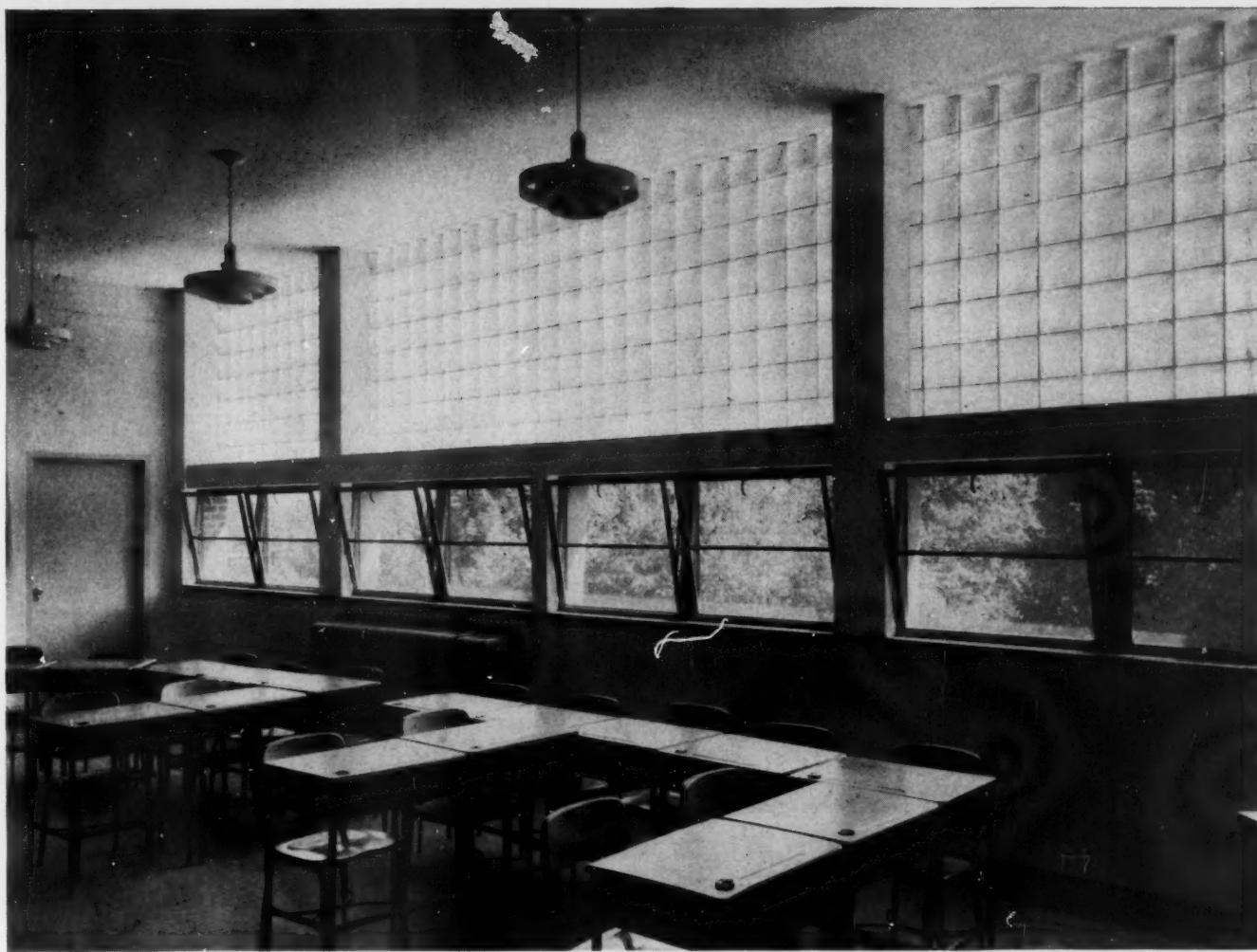
Detergent Characteristics

The "soapless suds" or synthetic detergent powders now being used so widely for dishwashing generally are excellent oil and grease removers and therefore useful for washing greasy pans and dishes, Department of Agriculture specialists note.

But this characteristic is a disadvantage in washing linoleum, paint or furniture. Oil is an essential ingredient in linoleum and oil paint, also in many wood finishes. Washing with soapless detergents draws out some of the oil and thus causes drying.

Even soap has a drying effect on linoleum and paint, so should always be rinsed off carefully. As for gasoline and other similar grease solvents, they should never be used on linoleum.

Frequent waxing and even occasional oiling are recommended to keep linoleum in best condition. If it shows signs of scarring, scratching or drying, an application of boiled linseed oil helps. Apply the oil to clean, dry linoleum. Let it stand for about forty-eight hours. Then wash off and wax.



THIS CLASSROOM in the Stratfield School, Fairfield, Conn., shows how panels of PC Prism Glass Blocks provide ample daylight for all parts of a large room, in which a novel seating arrangement has been installed. Architects: Lyons & Mather, Bridgeport, Conn.

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This is one of the ways PC Glass Blocks help solve school lighting problems. Other special-purpose patterns have their special functions. All patterns also have excellent insulating properties, seldom need repairs or replacement, hence help reduce heating, air-conditioning and maintenance costs.

That is why more and more PC Glass Blocks are being used—for sash replacement in existing buildings and in constructing new schools—in classrooms, auditoriums, corridors, stair-wells, gymnasiums and swimming pools.

Our technical staff will be glad to consult with you on your fenestration problems, and to point out where you can use the various patterns of PC Glass Blocks to best advantage, with due consideration of air-conditioning and ventilating requirements.

Our recent booklet contains full information on the use of PC Glass Blocks for schools and other public buildings. Why not mail the coupon for your free copy?

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THE SCHOOL CAFETERIA

CONDUCTED BY MARY DeGARMO BRYAN



Activity at high noon in one of the Salisbury schools.

EIGHT LUNCHROOMS AND HOW THEY GREW

MANY American public schools are in the business of feeding school children.

This fact, so easily verified by even a casual reference to daily schedules and school finances, is important to educators as they consider the implications of this responsibility, this new means of education in the broadest sense, this great public relations device, this enterprise that can well affect positively our lives and culture. It is a necessary addition to the school curriculum not contemplated on a nationwide scale a few years ago.

Expansion of the school lunch program in the eight public schools at Salisbury, N.C., has been a logical, necessary recognition of a need and the opportunity for service to our pupils and their parents.

The beginnings were simple: interested parents cooperated in serving soup and sandwiches to the children in an unused classroom or large storage closet or other available area. The

J. H. KNOX
Superintendent of Schools
Salisbury, N.C.

acquisition of simple equipment by donation or purchase followed, and gradually fairly adequate equipment for small scale operation was obtained.

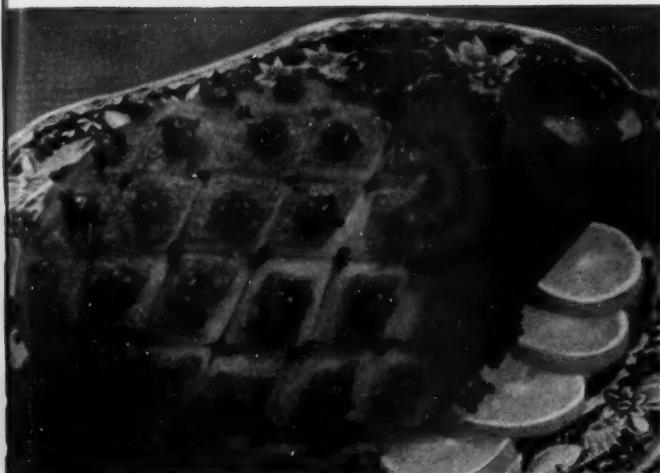
The war, with resulting food shortages and increased employment of adults outside the home, served to increase demands beyond the point at which existing facilities could handle them satisfactorily. This fact, coupled with the knowledge that our neighboring schools had made substantial progress in improving their school lunchroom facilities, encouraged us to consider how we might serve our children more adequately.

In September 1946 our eight schools became participants in the state school lunch program. This program, as it operates in North Carolina, provides for minimum space standards for

lunchrooms, balanced menus of certain vitamin content and weight, standards for equipment used in food preparation and service, and the advice and supervision of the state school lunch program staff. Abundant foods, as defined by the U.S. Department of Agriculture, are used, these foods being furnished without cost when available as surplus. The program also provides for a cash reimbursement on cost of food for each lunch and of each bottle of milk served to pupils.

State officials have been very helpful to us. Inquiries receive prompt attention. Personal visits of staff members and their leadership in conducting workshops and institutes have helped in the training of our local staff and in maintaining the esprit de corps so necessary for success.

The lunchrooms in all of our eight schools have managers, either full time or part time depending upon the size of the unit, and sufficient helpers (cooks and maids) to serve each



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TELLS

This all-important ingredient for your culinary achievements is so important that Sexton mills its own spices and scientifically packs these to bring them to you in all their rich savoriness. Sexton imports these fine spices from the four corners of the earth. Your investment in your other foods makes the cost of the very finest spices infinitesimal by comparison.



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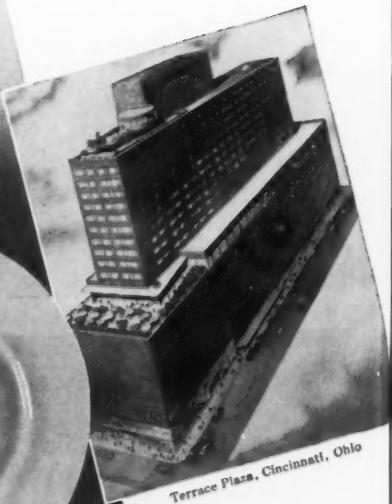
Modern Hotels use the Modern Service . . .
Shenango China . . . gleaming bodies, coefficient
glazes, heat retained for quick, labor-saving self-
drying, perfect cleanliness . . . odorless . . . food
delicacies served hot or chilled . . . appetite
appeal enhanced by colorful modern decorations.
Shenango has all those qualities that famous chefs
insist upon to build successful dining rooms.



SHENANGO POTTERY CO., New Castle, Pa.



Detroit Leland, Detroit Michigan



Terrace Plaza, Cincinnati, Ohio

school adequately. The manager of one of the larger lunchrooms serves in a dual capacity—as supervisor of the citywide program and as coordinator of the approved activities and policies in all school lunchrooms.

The supervisor, formerly a grade teacher who has exceptional executive ability, is charged with the responsibility of making the program function educationally. Her background of training and experience and her enthusiasm for the work have been invaluable in coordinating lunchroom services with other school activities. It would be hard to overestimate the importance of this coordination in the successful operation of the program.

Among the devices that have helped to increase participation and patronage are these: (1) menus planned by pupils and teachers; (2) classroom discussion of foods and lunchroom services, with special reference to the "basic seven" groups of foods; (3) displays of pupils' art work in the lunchrooms; (4) suggestions of pupils and teachers invited and followed when possible, and (5) pupil assistance in lunchroom management and housekeeping.

The lunchroom managers meet regularly with the supervisor to establish policies, exchange ideas, and coordinate and unify all schoolwide lunchroom practices. These meetings are helpful to all concerned. Managers are encouraged to visit other lunchrooms to obtain helpful ideas; recently the supervisor and one of the managers attended a statewide food and equipment convention in Raleigh.

The active interest and encouragement of parents and other citizens, the assistance of the teachers, who occupy a strategic position, and the cooperation of pupils in all schools have been primary factors in what success we have had thus far. In addition, businessmen in the community, recognizing the importance of the program and the possibility of increased sales volume, have been helpful in all phases of the work.

CENTRAL PURCHASING DONE

The supervisor, cooperatively with the managers, prepares the menus, which generally have been found to be adequate from the standpoint of nutrition, cost and service. Foods and other supplies are purchased in quantity and distributed from a central warehouse to the lunchrooms as required. This policy of volume pur-



Meetings of staff managers and supervisors are helpful in coordinating the program. Lunchroom practice is essentially the same in all buildings.

chasing has effected a considerable saving which, under our nonprofit policy, is used to increase the quantity and variety of foods served daily.

The manner of handling meat is proving to be especially satisfactory and economical. Meat is purchased in wholesale lots from packers or distributors. Through an arrangement with a local establishment, it is processed for lunchroom use for a small per pound charge, stored in freezer lockers rented for the purpose and delivered to the schools as required. Our saving on meat alone is estimated to be from \$75 to \$100 monthly.

A simple summary of receipts may help to indicate the extent of lunchroom operations in our small school system.

	<i>Total Receipts</i>
1944-45	\$35,921.01
1945-46	38,332.51
1946-47	63,246.91

These figures, taken from our official audits, show how the program has expanded. Receipts were about the same in the last two years of unit operation, but they jumped approximately 65 per cent in the first year of cooperative operation.

The price of the lunch during most of 1946-47 was 10 cents in two schools and 15 cents in six others. It was increased to 15 and 20 cents, respectively, during the last months of that school year; the latter prices still are in effect. The increase has been necessary because of higher cost of operation and a lower state-federal reimbursement for each pupil's lunch. The reimbursement was 9 cents in 1946-47; it is 5 cents this year.

Actually, the number of pupils served increased more in 1946-47 than the financial records indicate because state-federal assistance enabled us to lower the price of meals for that year. Possibly the most important single

factor in the success of the program is the nonprofit motive—the greatest possible value in food and service at the lowest possible cost. The attractiveness and value of the lunch encourage patronage; the low cost to pupils, 15 and 20 cents, including a half pint bottle of milk, makes it possible for families in moderate circumstances to participate.

Indigent pupils are helped to purchase meals by our Community Chest Milk Fund and surplus funds in the lunchroom operating accounts. These children are not separated from the others in any way, of course. It is gratifying indeed to see a youngster show remarkable improvement in appearance, vitality and in school achievement after obtaining hot lunches for even short periods of time. This, staff members tell me, is no small supplement to salaries which, because of the nature of the enterprise, are not large.

Last school year, 1947-48, brought about a realization of several objectives: (1) the highest health department rating [Grade A] in every lunchroom in the city; (2) participation of all first grade pupils in the program—previously not possible because of space limitations and schedules; (3) acquisition of essential power-type and institutional equipment for food preparation and service; (4) utilization of the lunchroom as a teaching agency; (5) increased patronage and support from our entire constituency in our efforts to make this enterprise a functioning, integral part of our school program.

We need to remind ourselves continually that an enterprise of this nature is essentially dynamic in character; it challenges our best efforts; it presents new problems continually; its successful administration assures a contribution to school and community welfare of importance and lasting value.

NAMES IN THE NEWS

SUPERINTENDENTS

Dr. E. W. Jacobsen has resigned as president of Los Angeles City College to become superintendent of schools in Santa Barbara, Calif.

F. Sumner Turner is the new superintendent of schools in Northfield, Mass. He had been high school principal in Plainville, Mass., for seven years.

Frank Newman has succeeded **James Softly** as superintendent of the consolidated school in Huntley, Minn. Mr. Softly resigned to accept a position on the faculty of State Teachers College, Mankato, Minn.

Dr. Harold G. Shane has resigned as superintendent of schools in Winnetka, Ill., effective next July or when a successor is found.

Rufus A. Putnam, deputy superintendent and business administrator of schools, Yonkers, N.Y., has been appointed associate superintendent in charge of business affairs in Minneapolis, effective December 1. His salary will be \$12,000 a year.

D. Jay D. Conner, assistant superintendent of schools in San Diego, Calif., has been granted a leave of absence through June 30 to become associate superintendent of public instruction and chief of the division of instruction for the California State Department of Education.

Cecil W. Martin has been appointed superintendent of schools in Cicero, Ill. He had served since 1945 as superintendent in Streator, Ill. Mr. Martin succeeds **Clyde V. Winkler**, who resigned to become superintendent in Carbondale, Ill.

I. F. Simmons, former assistant superintendent of schools, Jefferson County, Alabama, is now superintendent. He succeeded **J. E. Bryan**, who resigned to become director of the Alabama Institute for Deaf and Blind.

S. T. Neveln, superintendent of schools in Austin, Minn., has been honored by the board of education, which voted recently to name a new Austin elementary school for the superintendent. The contract for the school was let at the same meeting.

Ralph S. Owings, superintendent at Thomaston, Ga., for the last two years, has been named superintendent at Anniston, Ala. He succeeds **Rayburn J. Fisher**, who received the Associated Exhibitors' scholarship and is now attending Columbia University.

James H. Leonard is the new superintendent of Thornton Fractional Township High School at Calumet City, Ill. He succeeds **Dr. A. V. Lockhart**, who resigned to accept a similar position at Thornton High School, Harvey, Ill.

J. Harry Adams was erroneously identified in a recent issue as supervisor rather than as the new superintendent of schools at Elizabeth, N.J.

Armand Larive has been elected superintendent at Hermiston, Ore. He formerly was superintendent at Wallowa, Ore.

Lloyd H. Smith is the new superintendent of schools in Madison County, Iowa.

W. A. Schilletter is the newly appointed superintendent at Tryon, N.C., replacing **L. K. Kingley**.

Henry Tetz is the new superintendent of schools in Morrow County, Oregon. He formerly was superintendent at Heppner, Ore.

Walter T. Petty, high school principal at Leon, Iowa, for the last two years, is the new superintendent of schools in Decatur County, Iowa.

Mrs. Gladys Kiburz, superintendent of schools at Tingley, Iowa, for the last three years, is the new superintendent of schools in Lucas County, Iowa.

Emory L. Tooly, formerly a teacher at Central School, Averill Park, N.Y., now is supervising principal of Central School at Andes, N.Y.

PRINCIPALS

Thomas B. Langley has been appointed high school principal at Garden City, N.Y. He formerly was superintendent of schools and high school principal in East Greenwich, R.I.

Frank Gacofano has succeeded **Anthony H. Della Penta**, newly appointed supervising principal, as high school

principal at Lodi, N.J. **Patrick E. Tedesco** replaced Mr. Gacofano as supervisor of instruction.

Harry Eisner is the new principal of Franklin K. Lane High School, Brooklyn, N.Y. He succeeds **Charles E. Springmeyer**, who died September 28.

OTHERS

Donald B. Armstrong, M.D., of New York City received the fifth Elizabeth S. Prentiss National Award in Health Education, given annually since 1944 for outstanding achievement in the health education field. The award was presented November 9 at a meeting of the health education section of the American Public Health Association in Boston.

Paul B. Orvis has been chosen by the Economics Cooperation Commission to administer the \$750,000,000 food program for seventeen European countries. Mr. Orvis has been given a two-year leave of absence from his duties as director of the New York State Agricultural and Technical Institute at Alfred, N.Y.

Crawford Greene is the new business manager and comptroller of the Hillsborough County Schools, Tampa, Fla. Formerly he was director of the division of finance of the Arkansas State Department of Education. Mr. Greene had been connected with the state department since 1934, except for two years when he was a field representative for the U.S. Office of Education.



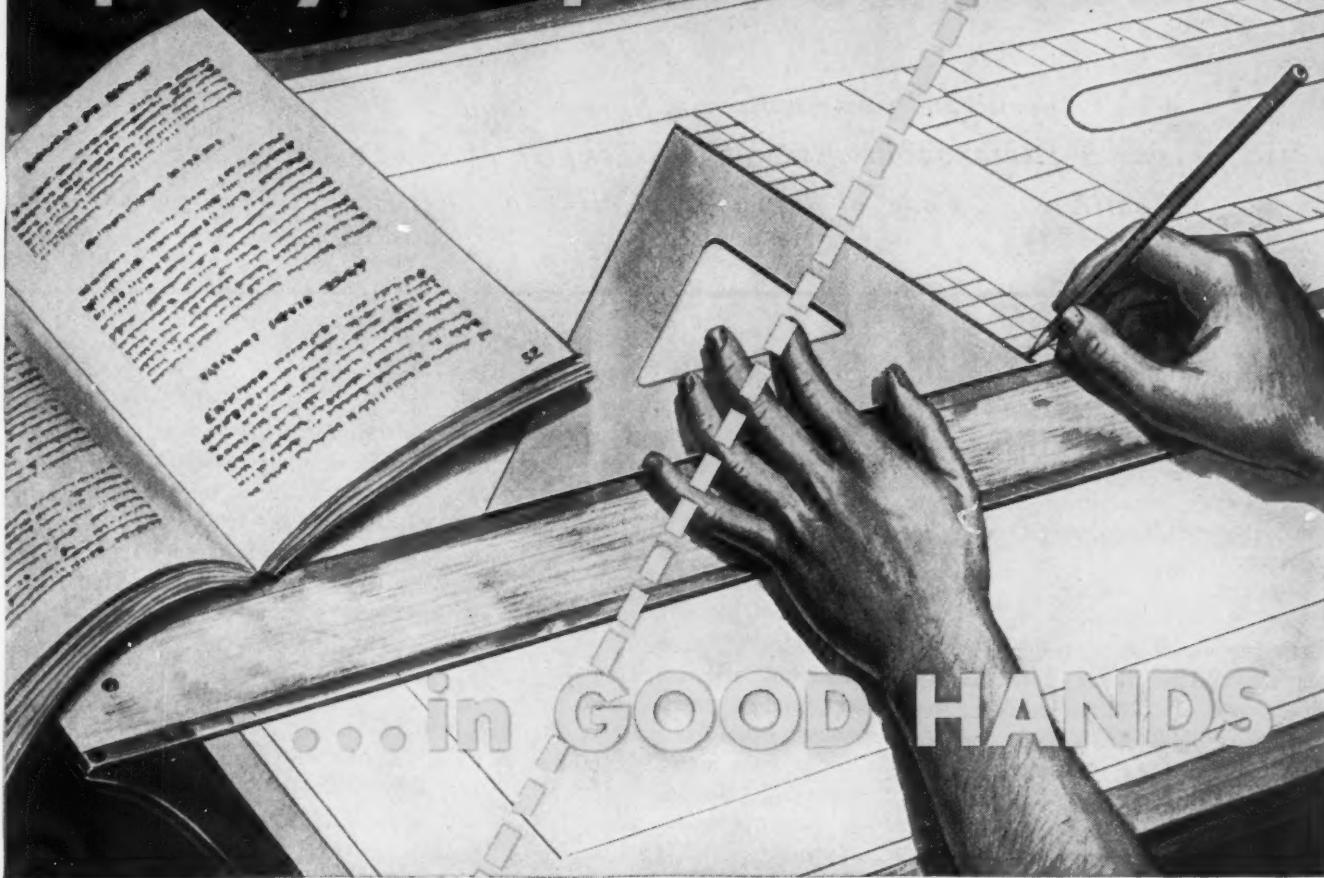
IN THE COLLEGES

Dr. O. C. Schamehorn is the new superintendent of the high school department of Wessington Springs College, Wessington Springs, S.D. He also is dean of men and a teacher in the department of education.

Earl J. McGrath, dean of the college of liberal arts of the State University of Iowa, has been appointed professor of higher education at the University of

(Continued on page 88.)

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NEWS IN REVIEW

Won't Investigate Communism in Schools Now . . . Officials Plan Federal Education Program . . . Stockpile of School Blueprints Wanted . . . Code of Ethics for Children's Entertainment Media

Abandons Plans to Investigate Communism in Schools Now

WASHINGTON, D.C.—Plans for investigating communism in schools and colleges have been virtually abandoned until the 81st Congress is ready for work.

The House un-American activities committee, whose agents have been collecting evidence on allegedly suspicious teachers and textbooks, is in shambles this month. Two of its members, Representatives McDowell (Pa.) and Vail (Ill.), were defeated in the last election. Another member, Karl Mundt (S.D.), was elected to the Senate. Chairman Thomas is under indictment in Washington on charges of conspiring to defraud the government.

"With that kind of a situation," said a committee spokesman, "all we can do is sit tight and wait until the Democrats take over."

Publication of the committee's report "One Hundred Facts About Communism in Education" has been indefinitely postponed.

Federal Officials Blueprint Educational Program

WASHINGTON, D.C.—Victorious Democratic officials in the executive branch are blueprinting a vast program of educational legislation for Congress.

Busiest are authorities in the Department of Labor and the Federal Security Agency, since these two units are concerned with welfare and educational problems. They have direct orders from President Truman to prepare drafts of bills they want to see introduced at the next session of Congress. President Truman also asked for their views on the timing of the introduction of the bills.

Federal Security Administrator Ewing said that he would urge legislation call-

ing for federal aid to education; compulsory health insurance; a school health program; social security coverage for all those not now under the system, which includes public school teachers and other educational employes; an expanded U.S. Children's Bureau; increased grants to dependent children, and a new Department of Social Security, Health and Education.

Secretary of Labor Tobin is drafting legislation to create a new bureau for workers' extension education (to parallel the farm extension service) and a stronger U.S. Employment Service with job guidance and counseling services for youth.

The bureau of the budget is reviewing drafts of bills calling for the creation of a national science foundation, one of whose functions would be to administer federal scholarships for talented youth.

F.W.A. Wants to Build Stockpile of School Blueprints

WASHINGTON, D.C.—The Federal Works Agency will ask the 81st Congress to provide funds for advance planning of school construction. If granted, the Congressional appropriation would be used to make repayable loans to states, counties and cities.

F.W.A. Administrator Fleming believes that a stockpile of school blueprints is needed in order to establish sound national policy for construction and to forestall any threatening depression.

Mr. Fleming says:

"When a city finds that it needs a new school and decides to build one, there is still a long gap before a building trades man gets on the job. It often takes as long to prepare specifications as it does to construct the building. Land must be available, legal obstacles cleared,

funds provided for, contractors arranged for, all before we can proceed to put construction skills to work on the site.

"The best interests of the nation call for a stockpile of worthy projects for which plans and specifications are completed. This is important not only for the nation as a whole but in the best interests of each state and locality."

Between 1944 and 1947 the F.W.A. loaned a total of \$65,000,000 to local authorities for advanced planning of public works, including schools.

Colorado Reorganizes State Education Board

BOULDER, COLO.—Reorganization of the Colorado State Department of Education was approved at the general election, November 2, by a majority of nearly 2 to 1.

The amendment, as adopted, creates a state board of education of five members to be elected by the people, one from each of the four Congressional districts and one from the state at large. The first elections will take place in November 1950.

Eventually, the new board will appoint the chief school officer of the state, whose title will be changed to state commissioner of education. The present state superintendent, Mrs. Nettie S. Freed, will serve the two-year term for which she was reelected November 2.

Prepare Code of Ethics for Children's Entertainments

WASHINGTON, D.C.—A code of ethics for comic books, children's radio, television and motion pictures is in preparation in Washington.

"Shocked by the vulgarity and bad taste" of children's entertainment media, especially comic books, the General Federation of Women's Clubs called



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The new Single-Case Filmosound, shown above, is the last word in compactness. The 6-inch speaker may be placed near the screen—or operated right in the projector unit.

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ACADEMY
FILMOSOUND**



With its larger speaker (your choice of 8-inch or 12-inch), built into a second case, this model offers additional audience-handling capacity, more important under certain school conditions than the extreme compactness of the Single-Case Filmosound.

Precision-Made by

Bell & Howell

Since 1907 the Largest Manufacturer of Professional Motion Picture
Equipment for Hollywood and the World

NEWS...

upon a score of educators to prepare a positive code for the four industries.

"We'll be less concerned with don'ts and more with do's," said a spokesman for the General Federation of Women's Clubs. Representatives of the U.S. Office of Education, the Children's Bureau, and the N.E.A. also agreed that "a positive list of ideas for children's entertainment would be more effective than a negative list."

It will take about six months to prepare the code. After that it will be presented to the Motion Picture Association, the National Association of Broadcasters (which also covers television), and the Association of Comic Magazine Publishers. Representatives of these groups were present at the meeting at which the code was proposed. They premised "wholehearted cooperation."

200 Chicago Schools Win Prizes in Window Breakage Campaign

CHICAGO. — Two hundred of Chicago's 400 schools shared in the prizes given by the board of education this year in its campaign against window



Dr. Don C. Rogers, assistant superintendent in charge of elementary schools, gives a prize to the "mayor" of Rogers Elementary School, a top winner in Chicago's anti-vandalism contest. Jones Commercial High School was first among secondary schools.

breakage. The prizes were audio-visual equipment and library books.

During the last decade the board of education had spent \$2,000,000 to replace broken window panes in Chicago school buildings. In 1946 more than 60,000 window panes were broken; \$273,000, the equivalent of the cost of constructing a new elementary school building, was spent for their replacement, according to Don C. Rogers, assistant superintendent in charge of elementary education.

To combat such wastefulness, the board of education organized a committee on conservation of public property to wage a city-wide crusade against vandalism. This committee enlisted the cooperation of the newspapers, radio stations, police, courts, parks, labor unions, the Association of Commerce, youth organizations, veterans' organizations, service clubs, parent-teacher associations, and the school children.

The breakage in 1947 dropped to 37,000 window panes. The board was so pleased that it included \$100,000 in its budget to provide prizes to schools making the best records in 1948.

Notwithstanding the intensive 1948 campaign, one school had 488 panes broken. But the Rogers Elementary School did not have a broken pane in two years. This school led the city.

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NEWS...

Fewer windows were broken between January 1 and September 1, the period covered by the contest, this year than during the same period last year. The committee on conservation of public property spent \$85,000 of the \$100,000 authorized by the board of education; because vendors of the equipment were selected by competitive bidding, this sum bought \$112,000 worth of equipment and books (at list prices).

The \$85,000 itself came from savings, in that much more than this

amount would have been necessary to replace 47,000 windows which would have been broken if the campaigns had not been held, Mr. Rogers said.

The prizes were awarded at the annual luncheon of the School Broadcast Conference on October 14.

School Funds Saved; Limitations Liberalized

LANSING, MICH.—The November general election brought a double-barreled victory for public education in

Michigan on two special issues. The voters overwhelmingly rejected (1,225,305 to 283,803) the proposal to take away from schools and local government the share of the state sales tax these units of government now receive.

Future school building will be aided considerably by the adoption of an amendment (821,963 to 607,433) which modifies the state's 15 mill tax limitation. The new law will increase the permissive bonding period from five to twenty years and will permit local government to exceed the 15 mill limitation when approved by a *simple* majority of voters, rather than a two-thirds majority.

Commissioner of Education May Receive Raise

WASHINGTON, D.C.—A proposal to raise the salary of the U.S. Commissioner of Education from \$10,000 to \$18,000 a year is being considered by the Senate civil service committee.

The committee plans hearing this month on a bill which would raise not only the education commissioner's salary but also those of secretaries of departments, their undersecretaries and heads of major agencies.

The salaries of federal executives haven't been raised in years. The commissioner of education's salary of \$10,000, fixed by Congress in 1925, is now worth only \$3500 under Washington cost-of-living standards.

Conference Discusses Use of Radio in Classroom

CHICAGO.—The use of radio in the classroom, the owning and operation of frequency modulation stations for educational purposes, and the part television will play in the schools in the future were discussed at the twelfth annual school broadcast conference held here October 13, 14 and 15.

Approximately 1500 school administrators, principals, teachers and radio executives attended the conference.

Clifton Utley, news commentator, discussed "Current Affairs—a Dynamic Teaching Tool" at the annual luncheon. He pointed out that the purpose of education should be the equipping of students to meet everyday problems, and that newscasts, news commentaries, films, magazines and every other source of current information should be used in the classroom.

The position of television stations in the educational field was summed

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One of nearly 500 trained West representatives from Coast to Coast will be happy to explain in greater detail just how you can benefit from West sanitary maintenance products. Why not consult him now!

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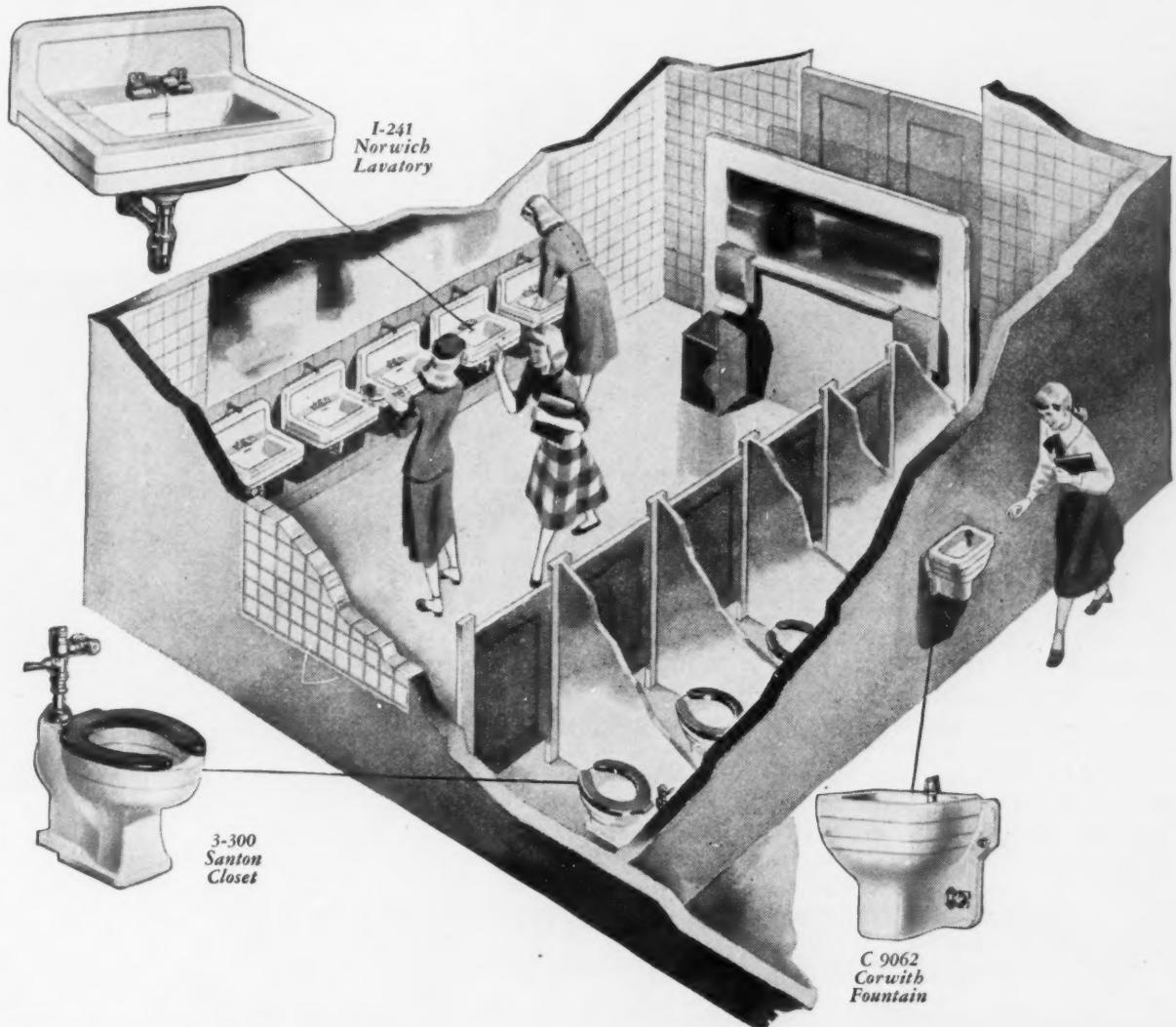
Yes, that's a BIG order—every need. But Crane's is a BIG LINE! So big that it includes school plumbing fixtures of every type and every size—the *right* fixtures for students of any age. And Crane supplies not only the fixtures themselves, but also the piping that makes them work!

That means one high quality throughout—quality that has made Crane the best-known name in plumbing.

Crane quality shows up in extra health safeguards to protect your students . . . extra toughness to withstand hard school usage. Extra features, too, like finger-tip *Dial-eze* faucets.

And these same *Dial-eze* faucets bring out the biggest of all Crane extras: *easy maintenance*. To replace any *Dial-eze* faucet, you just slip out the old cartridge unit, slip in the new—one unit fits *all* Crane faucets!

See your Crane Branch, Crane Wholesaler, or Plumbing Contractor when planning a new plumbing installation, or in modernizing your present facilities.



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PLUMBING AND HEATING •
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NEWS...

up by James Stirton, president of the Chicago Television Council, who said: "Television stations are operating in the red and probably will for some time. We will do educational and public service programs, but someone will have to pay their way."

Plans now are being made for the thirteenth conference to be held in Chicago in October 1949. Members of the program and advisory committees for the conference are educators and radio executives throughout the nation.

Army Booklet Provides Counsel for Inductees

WASHINGTON, D.C. — Under orders of Chief of Staff General Omar Bradley, the Department of the Army last month prepared a booklet to help educators counsel young men about to be inducted into military service.

Titled "Service Facts," the booklet lists 100 questions and answers about careers in the army and the opportunities it provides for meeting the educational and spiritual needs of draftees.

Copies will be distributed through the U.S. Office of Education to 40,000 key school executives and guidance counselors.

General Bradley holds that it is no longer enough to equip and train a man to fight. "To make him a good soldier, he must be taught to understand the greatness of American democracy and why he is being called into service at this time," the general said.

The general also is studying a proposal that a liaison committee be set up in the Pentagon to develop closer relationships between educators and the War Department during the period of the army's expansion through selective service.

M. D. Collins First Candidate for 1949 N.E.A. Presidency

ATLANTA, GA.—The first hat in the ring for the 1949 presidency of the National Education Association belongs to M. D. Collins, state superintendent of schools in Georgia. The campaign on behalf of Dr. Collins was officially launched October 20 at a testimonial meeting in Atlanta.

Makes a classroom . . . anywhere . . . in a jiffy!



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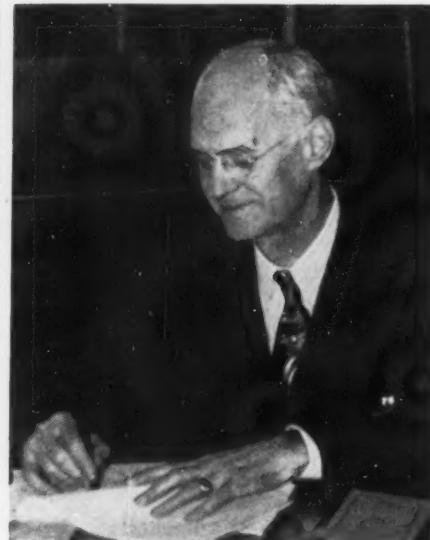
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M. D. Collins

Co-chairmen of the campaign committee are Supt. W. P. Sprayberry, Cobb County, Marietta, and Supt. E. Russell Moulton, Lindale, Ga.

Superintendent Collins' forty-six years of school work in Georgia runs the gamut from teacher in a one-room school to principalships and superintendencies in county and city systems. He has been state superintendent since 1933.

Mr. Collins is thrice a doctor—having received his degree in law from Mercer University, Macon, Ga.; in

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NEWS...

pedagogy from Oglethorpe University, Oglethorpe, Ga., and in humanities from Bob Jones College, Cleveland, Tenn. He is president of the southern group of state school superintendents and past president of the National Council of State School Superintendents.

Dr. Collins is often quoted for his belief that the interest of the people and the interest of the teacher are like "grits and gravy"—they go together, and for his philosophy of life that "everybody is somebody."

N.E.A. Announces 1949 "Action-Program"

WASHINGTON, D.C.—Passage of legislation for federal aid to education will again be the No. 1 objective of the National Education Association during the coming year.

This was announced by Willard Givens, N.E.A. executive secretary, in an annual overview of "education's tasks ahead."

Mr. Givens said that the N.E.A. is organizing its forces, in cooperation with teachers and educators all over the

country, to urge the 81st Congress to give prompt consideration to federal aid to education.

In addition, the N.E.A. will seek to advance this "action program" during 1949:

Reorganization of school districts into larger administrative units, "in order more economically to provide better schooling for all."

Expansion of the school program to include Grades 13 and 14 under public auspices and to provide for summer camping and recreational activities.

Stepped-up recruitment of teachers and the discontinuance of emergency certificates.

Upward revision of qualifications of state and county school administrators.

An adequately financed independent Office of Education headed by a National Board of Education to be appointed by the President with the consent of the Senate.

The N.E.A. also urged that all schools give greater emphasis to the rights and responsibilities of living in a democracy and to systematic instruction about the U.N. and world understanding.

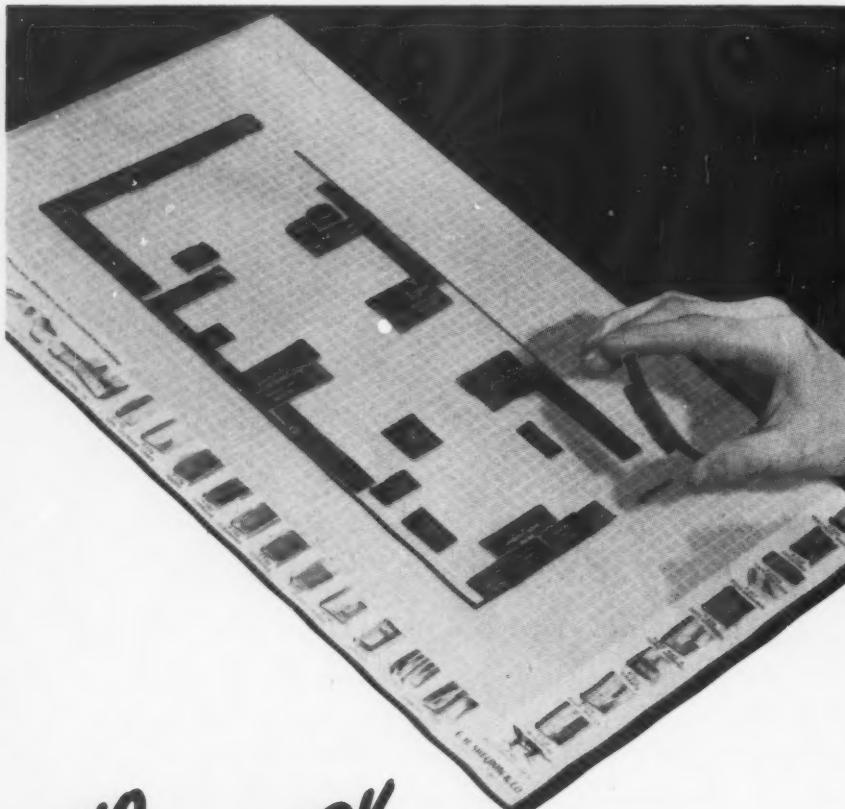
Schools to Observe 150th Birthday of Nation's Capital

WASHINGTON, D.C.—The 150th birthday of the nation's capital will be observed in schools all over the country.

The gala affair will begin in April 1950 and will continue for eight months. It will be directed by the National Capital Sesquicentennial Committee. This body was created by an act of Congress, is headed by the President and includes three congressmen, three senators and District of Columbia officials.

Last month the committee called in a group of Washington educators to ask how the "nation's capital can be brought to the schools of the country." Acting on the educators' suggestions, the Sesquicentennial Committee now plans to sponsor student tours to Washington, local pageants with a "capital theme," and student essay, art and oratorical contests dealing with the rich historical and patriotic themes of the city. Motion pictures and booklets will be available for distribution to schools by the middle of next year.

"The celebration will make the finest lesson in American history and traditions ever put before American children," the secretary of the Sesquicentennial Committee said.



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Here's good news for operators of school restaurants! The flavorful, crimson tide of Heinz "Aristocrat" Tomato Juice is back again in volume to lend verve and sparkle to your menu and provide a wholesome, appetizing meal-starter.

Packed four ways for your convenience, Heinz Tomato Juice is tops in quality—made from famous, sun-ripened Heinz "aristocrat" tomatoes. And because of special packing processes, it retains fresh-off-the-vine flavor.

Heinz Tomato Juice replaces other higher-cost items on the menu. It makes an ideal pick-up for breakfast, "cocktail" for dinner and a tasty combination for luncheon with sandwiches, salads and plate lunches! Serve it and you serve the best!



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NEWS...

Commission Recommends Survey of School Activities

WASHINGTON, D.C. — A survey of high school activities and programs is the first step toward revising and improving them, says the National Commission for Life Adjustment Education.

A high school principal has a choice of several types of surveys, says the commission, warning that "there is danger in attempting too much too soon." In deciding with the school faculty the kind of survey to make, it is best to concentrate on a few areas at the outset, the commission suggests.

Among surveys which a high school department or faculty might undertake are these:

Community Survey: To find out the occupational needs of the community; recreational opportunities available in neighborhoods; community resources available for school use.

Pupil Surveys: To discover why pupils leave school before graduation; what hidden tuition costs affect children from low-income families; what problems of pupils are left unmet in the school.

In-School Surveys: To find out

whether extraclass activities meet the interests of the majority of pupils; whether the library is adequate in helping pupils; whether pupil personnel records and services are adequate.

Ready-made instruments for conducting school surveys are contained in the "Evaluative Criteria," published by the American Council on Education, 744 Jackson Place, Washington, D.C.

First-Time Enrollment in Teachers Colleges Drops

WASHINGTON, D.C. — Enrollment of first-time students in teachers colleges dropped from 55,000 in 1947 to 51,000 in 1948.

The drop foreshadows even more acute teacher shortages than experts had predicted earlier.

"Things look black for the children of America during the next five to six years unless ways are found to recruit and train more teachers," said John Dale Russell of the U.S. Office of Education, who compiled the enrollment figures. He pointed out that his survey did not cover students in universities who are preparing to teach. Nevertheless, the teacher supply situation can

be considered as having worsened now that we have the 1948 teacher college enrollment figures, Dr. Russell said.

In another study made earlier this year the National Commission on Teacher Education (N.E.A.) found that the United States will need a total of 1,045,622 new elementary teachers during the next ten years. At the present rate of output from all colleges and universities, we can expect only about 200,000 new elementary teachers during the same period.

Enrollment Increases in Illinois Teachers Colleges

CHICAGO. — Teachers colleges in Illinois this year showed an increase in enrollment of 4 per cent over the 1947 totals, according to a survey made by H. E. Temmer, examiner and recorder at the University of Illinois Navy Pier branch.

On a statewide basis, veteran enrollment dropped 14 per cent, with the decrease varying from 44 per cent in junior colleges to 4 per cent in four-year colleges. The drop in veteran enrollment in teachers colleges was 19 per cent.



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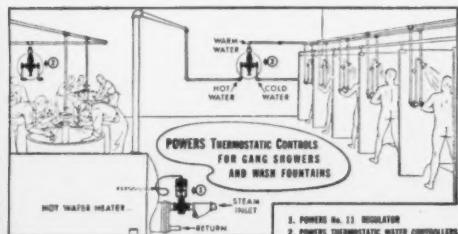
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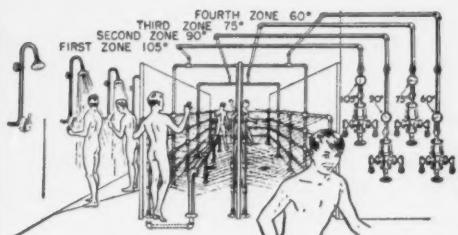
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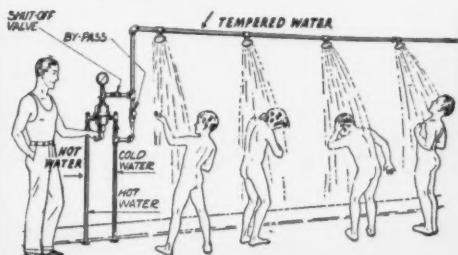
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Below: Zone Shower for Swimming Pools



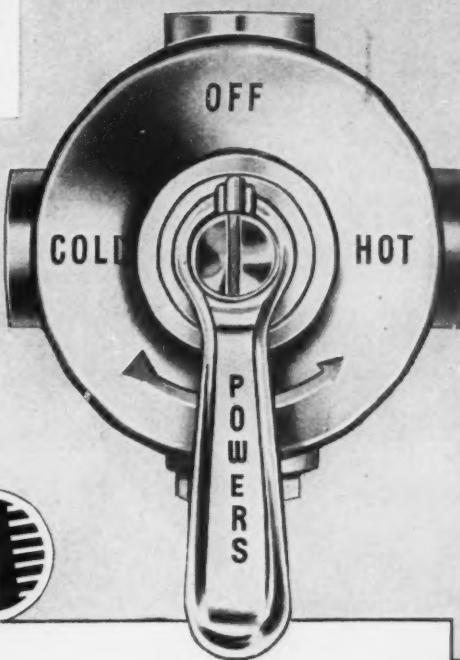
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NEWS...

Ability to Teach Important for Teacher Promotion

CHAMPAIGN, ILL.—Ability to teach should be one of the important factors in granting promotions or salary raises, believe teachers in the college of education at the University of Illinois.

They point out that teaching ability sometimes has not been recognized as of equal importance with other activities, such as research, writing books and articles for professional journals,

and participating in the work of education organizations.

At a recent meeting faculty members of the college of education adopted a resolution urging that teaching success be considered with other factors in making promotions or salary increases. They also presented suggestions for evaluating the effectiveness of their teaching. These included ratings of the teachers by their students and their colleagues and measuring the improvement shown by their students.

Since students in the college of education are either teachers now or prospective teachers, the quality of teaching presented to them should be a matter of primary concern, the faculty emphasized. It recommended an informal seminar on teaching methods which college of education faculty may attend voluntarily.

Standards for School Radio Equipment Listed

WASHINGTON, D.C.—A set of standards to guide school administrators in selecting radio equipment has been compiled by a joint committee of educators and manufacturers.

"Classroom Radio Receivers," a forty-page booklet, was published by the Radio Manufacturers Association in co-operation with the U.S. Office of Education. It is available without charge from the Radio Manufacturers Association, 1317 F Street, N.W., Washington, D.C., or the radio section of the Office of Education, Federal Security Agency.

When selecting classroom radio receivers, the committee advises, school authorities should analyze four factors: (1) the educational objectives of classroom audio activities; (2) the specific broadcast programs that are or will be available for classroom use; (3) the method of transmission (FM, AM or shortwave) offering the desired programs, and (4) the type of classroom radio receivers needed to tune these programs.

Health Teams Demonstrate Value of Fluoride for Teeth

WASHINGTON, D.C.—U.S. public health teams demonstrating the value of fluoride for children's teeth are now operating in thirty-five states.

Each state team consists of a dentist, two dental hygienists and a clerk. They visit cities and towns as directed by state health departments.

According to present schedules, each team can visit about twelve communities a year to show local health authorities how young children's teeth may be painted with fluoride as a preventive against caries.

As the number of requests from communities for the services of demonstration teams increases, the number of teams will grow. School executives interested in launching a fluoride application program for elementary school children should write to their state health department for information.

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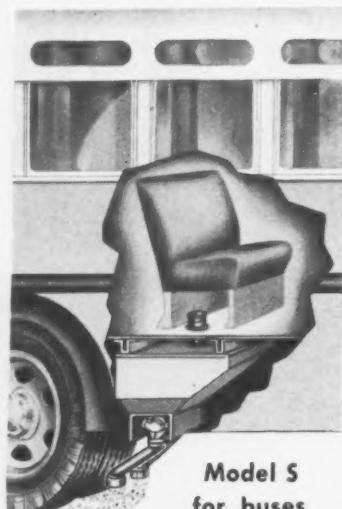
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NEWS...

Two States Honored for Driver Training

NEW YORK.—North Dakota leads all states in its training of high school drivers, according to the Association of Casualty and Surety Companies. The state maintains driver education courses in all of its 369 secondary schools and enrolls all of the 7576 eligible students in the classes.

The association recently gave the governors of North Dakota and Arizona bronze plaques, awards for progress

in safety training of youthful automobile drivers. In Arizona all but two of the seventy secondary schools have driver education courses, with approximately 10,500 students enrolled.

Approved Contests

WASHINGTON, D.C.—A list of national contests approved for schools may be obtained from the National Association of Secondary-School Principals, 1201 Sixteenth Street, N.W., Washington 6, D.C.

Concert Series for Detroit Pupils

DETROIT.—Approximately 30,000 boys and girls enrolled in forty-four Metropolitan Detroit school systems will have the opportunity to attend one of the sixteen Wednesday morning school concerts given by the Detroit Symphony Orchestra at Music Hall this year.

The annual concert series is brought to the young people through the co-operation of the orchestra, a local department store, and the Detroit school systems.

Distribution of tickets for the concerts is handled by the music education department of the Detroit public schools and is based upon the number of pupils enrolled in the participating schools. The concerts are planned exclusively for school children and are not open to the general public.

Conference Discusses Problems in Teacher Selection

CLEVELAND.—Personnel directors and superintendents from twenty school systems in states from Massachusetts to California attended the tenth annual meeting of the American Conference of Teacher Examiners here October 14 to 16.

The program included discussion of problems in teacher selection, such as oral interview techniques and practices, performance tests and their evaluation, health standards in teacher selection, evaluation of training and experience, and efforts to obtain additional teacher personnel in the face of national shortages.

The next meeting of the conference will be held next October 13 to 15 in Chicago. Chairman for the coming year is Treffle Boulanger, Montreal, Canada; secretary, Wilfred C. Hopkins, Philadelphia.

Votes \$48,890,000 for School Bonds

SAN FRANCISCO.—By a 3 to 1 majority, citizens here approved a \$48,890,000 bond issue for school buildings and improvements. The vote was 229,702 "yes"; 74,679 "no."

"Funds from the bond issue will be spent during the next five years to build new elementary schools in almost every district of San Francisco and to modernize existing structures to eliminate conditions which have been described as 'insanitary' and 'fire hazards,'" states Supt. Herbert C. Clish.

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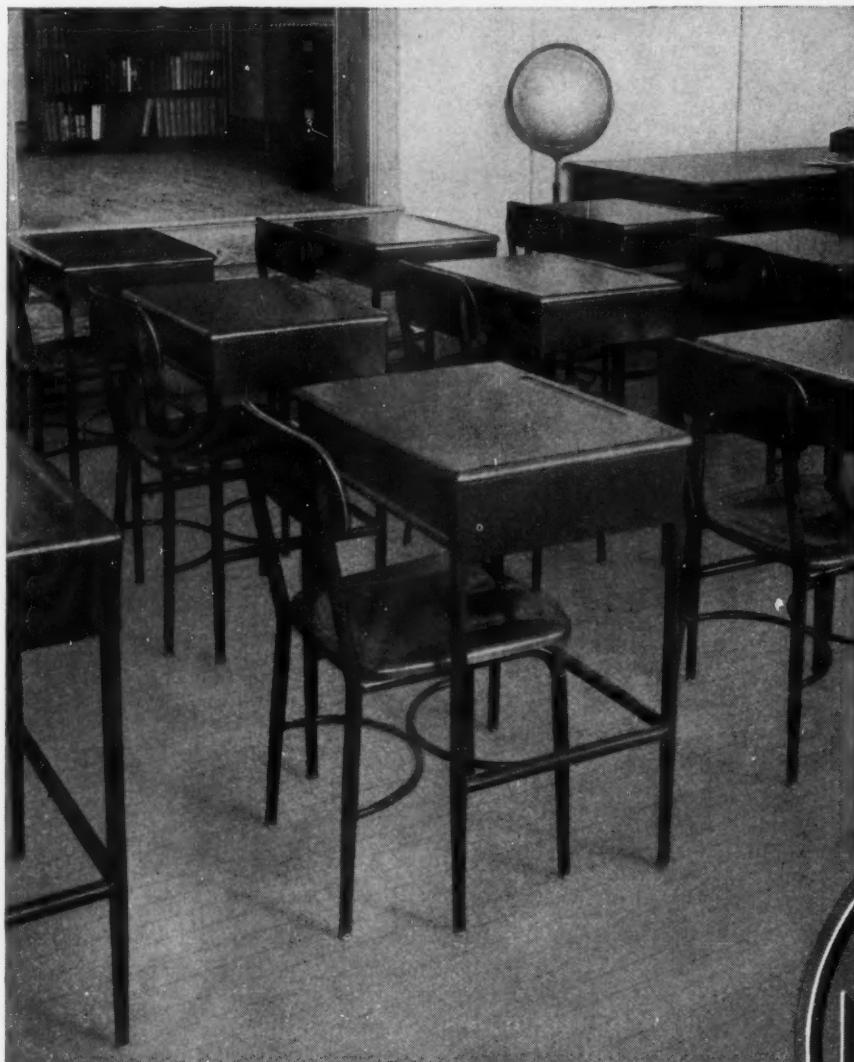


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Clifford J. Scott High School, East Orange, N. J., where Heywood-Wakefield furniture has been selected because of its flexibility in meeting a variety of teaching needs. (Installation sold through M. J. Franz, Representative, Heywood-Wakefield Co., One Park Ave., New York 16, N. Y.



This room at Scott High School is one of 19 in the East Orange School System where Heywood-Wakefield furniture has been chosen to replace out-moded equipment. The units shown here are Table Desk S 1008 and Chair S 915—a combination widely favored for its adaptability to a wide variety of room arrangements.

An illustrated folder showing the complete line of Heywood-Wakefield school furniture will be sent without charge on request. Write: Heywood-Wakefield School Furniture Division, Menominee, Michigan.

**SCHOOL FURNITURE
DIVISION**

NEWS...

Criteria for Selection of Life Adjustment Schools

WASHINGTON, D.C.—The Commission on Life Adjustment Education announced last month the criteria by which it will select cooperating schools for its experiment in revising the secondary school program.

To become a cooperating school a school must show evidence satisfactory to its state department of education that:

1. The administration and staff under-

stand and accept the principles of life adjustment education.

2. The administration and staff propose a plan of action in accordance with the principles of life adjustment education.

3. The administration and teaching staff are willing to change the school program to adapt it to life adjustment goals.

4. The community is ready to accept these changes.

5. The school can make available

necessary resources for carrying out proposed plans.

Wildlife Service Urges School Children to Eat Fish

WASHINGTON, D.C.—Let 'em eat fish! says the U.S. Fish and Wildlife Service of children participating in federally supported school lunch programs.

School children should be encouraged to eat fish while their food habits are still being formed. An increase in fish consumption would add variety to the nation's diet and provide larger markets for fishery products, says the Fish and Wildlife Service.

Government specialists are ready to work with those states in which supply and transportation factors can promote extensive use of fish in school lunches. They plan to consult with local educational officials, arrange fish cookery demonstrations, advise on purchasing, and provide fish menus.

70 Per Cent of Boys Participate in Intramurals

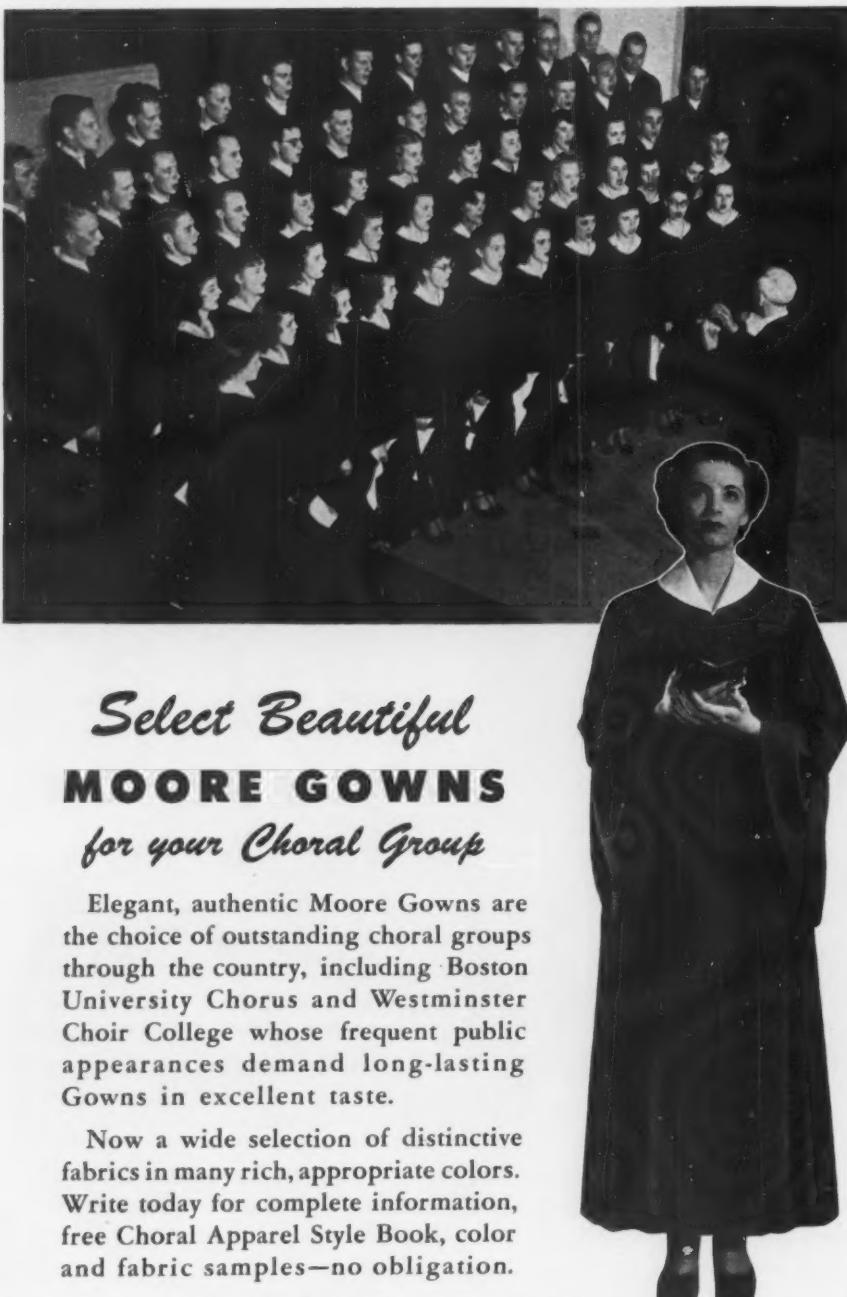
WEST LAFAYETTE, IND.—More than 70 per cent of all the boys enrolled in Grades 5 through 12 of the public schools here participated last year in the intramural program, according to Supt. William Floyd.

The entire intramural program has been set up to provide an opportunity for children to play under supervision, to emphasize good sportsmanship, and to give the students an opportunity to learn the rules of various sports.

To Discuss Professionalization of School Superintendency

WASHINGTON, D.C.—Professionalization of the school superintendency will be the concern of five regional conferences during the current school year. Purposes of the conferences are to outline major problems of school administration, to list the resources within the region that can be used for the solution of those problems, and to discuss the contribution that can be made by institutions of higher learning and other agencies.

The meetings will be sponsored jointly by the American Association of School Administrators, the National Council of Chief State School Officers, and the National Conference of County and Rural Superintendents, with expenses paid by the Kellogg Foundation.



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NEWS...

Wyoming Passes School Levy Amendment

CHEYENNE, WYO.—The Wyoming six-mill general school levy amendment passed with an 8000 vote majority in the general election.

The amendment states: "For the support of the public schools there may be levied not to exceed six mills on all the taxable property of the state of Wyoming."

Of 102,204 votes cast in the election, 59,890 favored the amendment.

Schools Fail to Instill Loyalty to American Ideals, Day Warns

NEW YORK.—The nation's public schools have failed largely in the task of instilling in youth loyalty to American ideals, according to Dr. Edmund E. Day, president of Cornell University.

In an address at the dinner opening the university's \$12,500,000 fund-raising campaign, Dr. Day said that our colleges and universities also "have not been altogether alert in this matter."

The Cornell president declared that it is "perfectly defensible to meet indoctrination with indoctrination when we are subject to attack by alien philosophies." He added, "This is a general view of the matter which I have held for many years."

"The inculcation of an understanding of and loyalty to American ideals," Dr. Day said, "should be the task of our great system of public schools. That is where the work can best be done since there we have access to all the boys and girls at an impressionable age. The fact remains that there is a great responsibility on our colleges and universities with regard to this essential undertaking."

Crowding Brings Substandard School Programs in New York

ALBANY, N.Y.—Because of increased enrollments and insufficient school buildings, many districts in New York State are conducting substandard school programs this fall, says Dr. Francis T. Spaulding, state commissioner.

A survey conducted by the state education department showed that many school systems have cut the school day, especially on the elementary level, to three hours or less. Others have increased class size to sixty or more, some even to seventy or more.

At present, Dr. Spaulding explained, there are no official regulations saying how long the school day must be. How-

ever, the education officials have urged all communities in the state to conduct their schools for a minimum of five hours a day. Any reduction in the length of the school day, he said, is a serious loss to the child which, in most instances, never will be repaired.

The school building shortage in New York State now has become serious, according to a survey made by Dr. Don L. Essex, director of the state department's division of school buildings and grounds. More than \$1,000,000 will be needed to meet the needs.

Children in the state now are attending classes in garages, church basements, private homes, attics and deserted stores.

Bulletin Tells Legal Problems of Community Unit School

CHAMPAIGN, ILL.—Illinois school administrators can get aid in solving legal problems arising from the institution of the community unit school from a bulletin published by the bureau of research and service of the University of Illinois College of Education.

Authors of the bulletin, "The Legal Basis of the Community Unit School in Illinois," are Harold H. Ellis, attorney at law of Geneseo, Ill., and Prof. M. R. Sumption of the college of education.

School Buses Overloaded

SALT LAKE CITY, UTAH.—School buses in Utah are carrying 1392 more pupils than they should, a state highway patrol report shows. Average overload per bus was eleven passengers. In a recent inspection five buses had defective brakes, and ten had tire defects.

Teacher Migration Studied

WASHINGTON, D.C.—Migration of teachers across state lines and the resultant influence on existing retirement laws will be studied by the N.E.A. research division through a postal card survey, seeking responses from 15,000 teachers. The findings will be presented at the meeting of the National Council on Teacher Retirement in San Francisco, February 21 and 22.

Research Clearinghouse

WASHINGTON, D.C.—A clearinghouse for research in child life was established recently in the Children's Bureau as an aid to research workers in keeping abreast with studies in progress. Inquiries may be directed to Dr. Clara E. Councill, director, Clearinghouse, Children's Bureau, Federal Security Agency, Washington 25, D.C.

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SEAL



NEWS...

Names in the News

(Continued from page 66.)

Chicago. Dr. McGrath was a member of the War and State departments' education mission to Germany in 1946, the President's Commission on Higher Education, 1946-47, and the executive committee of the division of Higher Education of the National Education Association.

James D. McConnell has been appointed an associate professor of educa-

tion at Stanford University. Since 1946 he had been senior educational adviser for the Navy Department; formerly he was a field representative for the U.S. Office of Education.

Dr. William Odell, superintendent of schools in Oakland, Calif., will join Stanford University's education faculty in January as a professor of administration.

S. M. Melby, former superintendent at Hector, Minn., is supervising student teaching in science at State Teachers

College, Bemidji, Minn. **L. F. Robinson**, former superintendent at Fox Lake, Wis., is now supervising student teaching in social studies in the same college.

DEATHS

Dr. Clara M. Shryock, assistant superintendent of schools in Cambria County, Pennsylvania, for twenty-five years, died after a long illness.

Charles B. Stillman, 63, principal of Burr Elementary School in Chicago, died at his home in Evanston, Ill. He was an organizer of the Teachers Union (A.F. of L.) in Chicago.

John Irving McClurkin, 67, of Morrilton, Ark., past president of the Arkansas Education Association, died recently. He had been connected with the Arkansas schools for the last thirty-three years.



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Overseas Teacher Aided

WASHINGTON, D.C.—More than \$250,000,000 of Overseas Teacher Relief Fund money has been spent to send food, clothing, books and educational materials abroad and to bring a few teachers to this country for study. The campaign for funds through local and state education associations will be continued through June 1949. The N.E.A. executive committee agreed that in 1948-49 more emphasis should be placed on bringing overseas teachers to this country for an opportunity to study American education.

Teacher Shortage Program

WASHINGTON, D.C.—Under the direction of its newly elected chairman, Supt. L. Frazer Banks of Birmingham, Ala., the N.E.A. National Commission on Teacher Education and Professional Standards is launching a national action program to deal with the teacher shortage. A series of eight regional conferences will be held throughout the country during January and February. Efforts will be directed especially toward meeting the shortage of teachers in the elementary field.

Report on Dismissal

WASHINGTON, D.C.—The dismissal of S. G. Boynton, superintendent of Los Angeles Heights, Tex., will be the subject of a printed report to be released soon by the N.E.A. committee on tenure and academic freedom.



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COMING EVENTS

Meeting dates of leading organizations in field of school administration

NOVEMBER

25-27. National Council of Teachers of English, Chicago.
 25-27. National Council for the Social Studies, Chicago.
 29-Dec. 4. American Vocational Association, Milwaukee.

DECEMBER

3-6. Chief State School Officers, Madison, Wis.

27-30. Joint meeting of Science Teaching Societies of the American Association for the Advancement of Science and National Science Teachers Association, Washington, D.C.

JANUARY

14-15. Midwest Suburban Superintendents, Chicago.

FEBRUARY

13-16. Association for Supervision and Curriculum Development, New York City.
 20-23. American Association of School Administrators regional conference, San Francisco.
 20-23. N.E.A. Department of Elementary School Principals regional conference, San Francisco.
 24-26. American Association of Colleges for Teacher Education, St. Louis.

26-Mar. 2. National Association of Secondary-School Principals, Chicago.

27-Mar. 2. A.A.S.A. regional conference, St. Louis.

27-Mar. 2. N.E.A. Department of Elementary School Principals regional conference, St. Louis.

27-Mar. 2. American Educational Research Association, St. Louis.

28-Mar. 2. Department of Rural Education, N.E.A., St. Louis.

MARCH

27-30. A.A.S.A. regional conference, Philadelphia.

27-30. N.E.A. Department of Elementary School Principals regional conference, Philadelphia.

29-April 1. International Lighting Exposition and Conference, Chicago.

31-April 2. Midwest Conference on Rural Life and Education, University of Nebraska, Lincoln.

APRIL

4-7. National Conference on Higher Education, Chicago.

13-16. Eastern Business Teachers Association, Hotel New Yorker, New York City.

17-22. Joint meeting, American Associa-

tion for Health, Physical Education and Recreation, and Eastern District Association for Health, Physical Education and Recreation, Boston.

19-22. Convention of American Association of Health, Physical Education and Recreation, Boston.

JUNE

20-23. National conference of Student Councils, Cincinnati.

JULY

3-8. National Education Association, Boston.

3-8. N.E.A. Department of Elementary School Principals, Boston.

3-8. Department of Administrative Women in Education, Boston.

11-22. Conference on Elementary Education, Department of Elementary School Principals, Boston.

25-Aug. 19. N.E.A. Institute of Organization Leadership, Washington, D.C.

OCTOBER

13-15. American Conference of Teacher Examiners, Chicago.

13-17. National Association of School Business Officials, Indianapolis.

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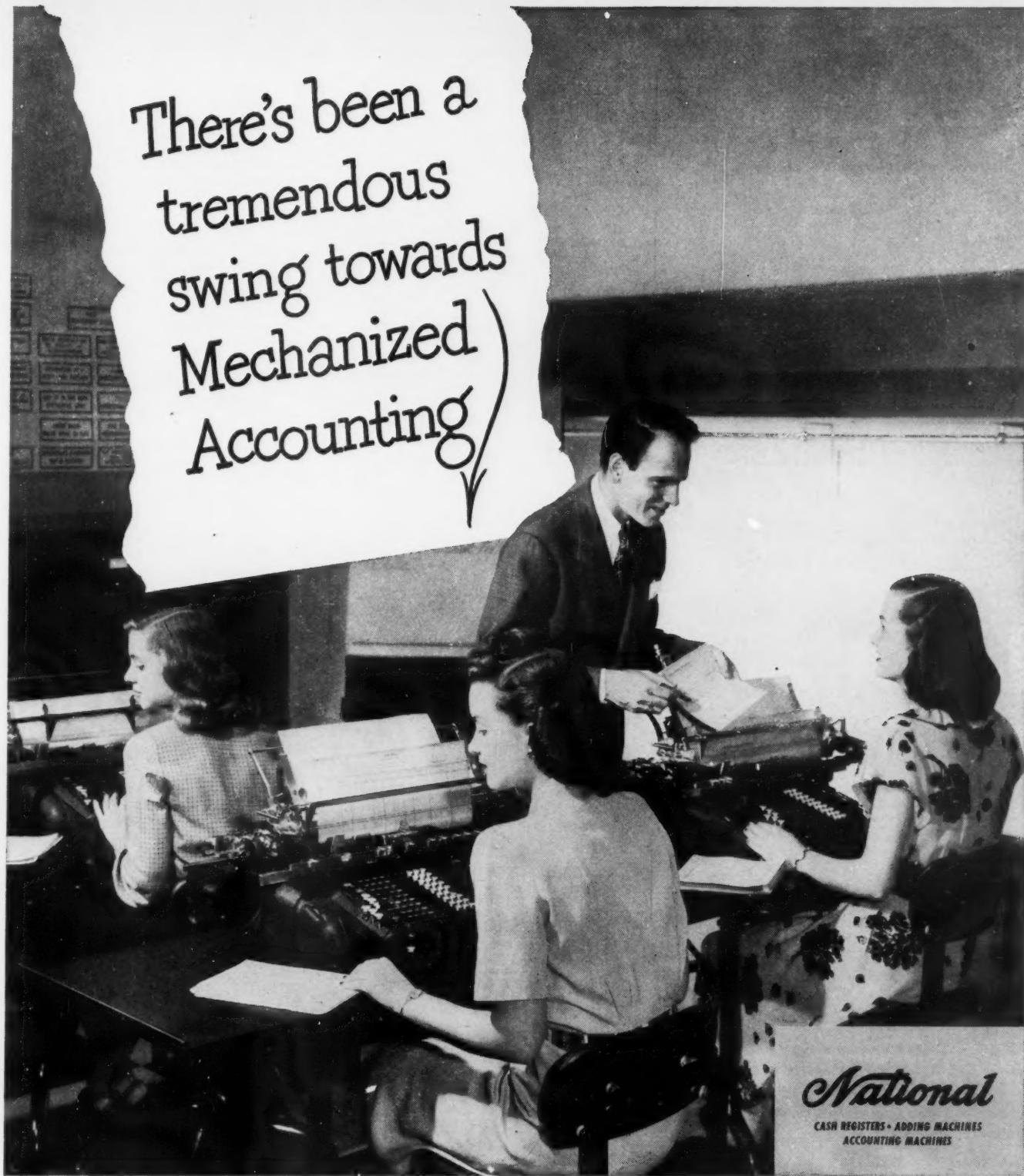
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THE BOOK SHELF

Printed publications of interest to school administrators are listed as received.

ADMINISTRATION

The Principles of Organization. By James D. Mooney. Revised edition. Harper and Brothers, New York. Pp. 223. \$8.

Flexibility in the Elementary School. A report of a cooperative study of educational practices by the committee on flexibility of the Central New York School Study Council. Syracuse University Press, Syracuse, N.Y. (Mimeo-graphed.) Pp. 166.

ANNUAL REPORTS

Pictorial Report by the Board of Education, Township of Union, N.J. Charles T. Hassard, supervising principal. A picture-story of the educational scene in Union Township, printed for public distribution. Pp. 29.

Growing Up in Yonkers. Annual report of the board of education, Yonkers, N.Y. Told largely through pictures. Pp. 21.

Annual Report on the Public Schools of Paragould, Ark. By Ralph Haizlip, superintendent. (Mimeo-graphed.) Pp. 146.

CURRICULUM

Guide for Local Curriculum Studies. By the committee on secondary education of the Central New York School Study Council, 219 Sloane Hall, College Place, Syracuse 10, N.Y. (Mimeo-graphed.) Pp. 53. 50 cents.

Sportsmanlike Driving. Authored by driver training experts; illustrated with photographs and drawings. American Automobile Association, Washington, D.C. Pp. 473.

Teacher's Manual for Sportsmanlike Driving. Adaptable for any type of driver education or driver training course. May be used to integrate or correlate driver education with social studies, health, science and other standard

school subjects. American Automobile Association, Washington, D.C. Pp. 173.

the superintendent, principal, kindergarten teacher and school doctor. Pp. 13.

GUIDANCE

Basic Principles of Guidance. Philip W. L. Cox, John Carr Duff and Marie McNamara. Prentice-Hall, Inc., New York. Pp. 439. \$3.75.

The Teacher as Counselor. By Donald J. Shank, Helen D. Bragdon, Clifford E. Erickson, Leland J. Gordon, George E. Hill and Karl P. Zerfoss. American Council on Education, 744 Jackson Place, Washington 6, D.C. Series VI, No. 10; Vol. XII, October 1948. Pp. 48. 75 cents.

Exploring Individual Differences. A report of the 1947 invitational conference on testing problems. Sponsored by the committee on measurement and guidance. American Council on Education, 744 Jackson Place, Washington 6, D.C. Series I, No. 32; Vol. XII, October 1948. Pp. 110. \$1.50.

HIGHER EDUCATION

Goals for Higher Education in the Pacific Coast States. Report of a conference on higher education sponsored by the Pacific Coast committee of the American Council on Education at Berkeley, Calif., July 1, 2 and 3, 1948. Series I, No. 33; Vol. XII, September 1948. American Council on Education, 744 Jackson Place, Washington 6, D.C. Pp. 14. 30 cents.

PUBLIC RELATIONS

Denver Serves Its Children. A handbook of school and community resources for the use of parents and teachers. Many illustrations. Denver Public Schools. Pp. 48.

A Happy Year Ahead. For parents of children who are entering kindergarten in the public schools of Yonkers, N.Y. Comments by

REORGANIZATION

Report on School District Reorganization in the Greater Battle Creek, Mich., Area. Made by the study committee to the commission on reorganization in the area as evidence of the need for reorganization. (Mimeo-graphed.) Pp. 49.

Reorganizing for Better Education in the Greater Battle Creek, Mich., Area. Report of the commission on school district reorganization. Pp. 36.

SCHOOL PLANT

The American School and University. A yearbook devoted to the design, construction, equipment, utilization and maintenance of educational buildings and grounds. American School Publishing Corporation, 470 Fourth Ave., New York 16. Pp. 731.

VOCATIONAL

The Outlook for Women in Chemistry; The Outlook for Women in the Biological Sciences; The Outlook for Women in Mathematics and Statistics; The Outlook for Women in Physics and Astronomy. Bulletins 223-2, 223-3, 223-4 and 223-6, U.S. Department of Labor, Women's Bureau, Washington 25, D.C. Pp. 65, 87, 21 and 32. Respectively, 20, 25, 10 and 15 cents.

OF GENERAL INTEREST

New Desk Standard Dictionary. Funk & Wagnalls Company, 158 E. 24th St., New York 10. Pp. 943. \$3.50 plain; \$3.75 thumb-indexed.

The Home Book of Proverbs, Maxims and Familiar Phrases. By Burton Stevenson. The Macmillan Company, New York. Pp. 2957. \$20.

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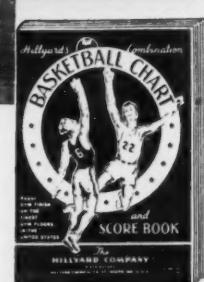
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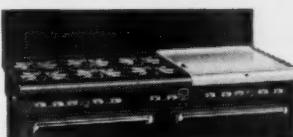
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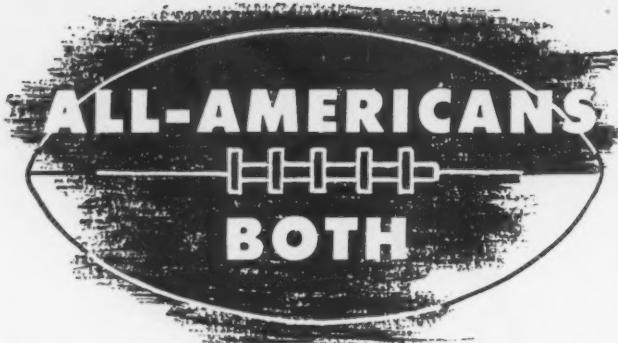
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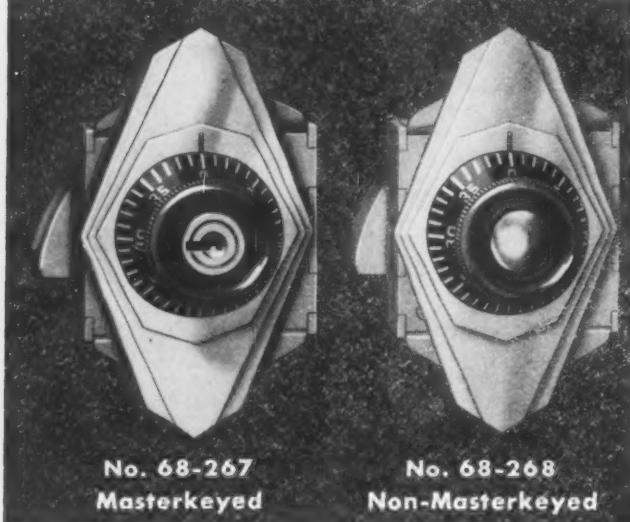
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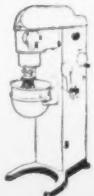
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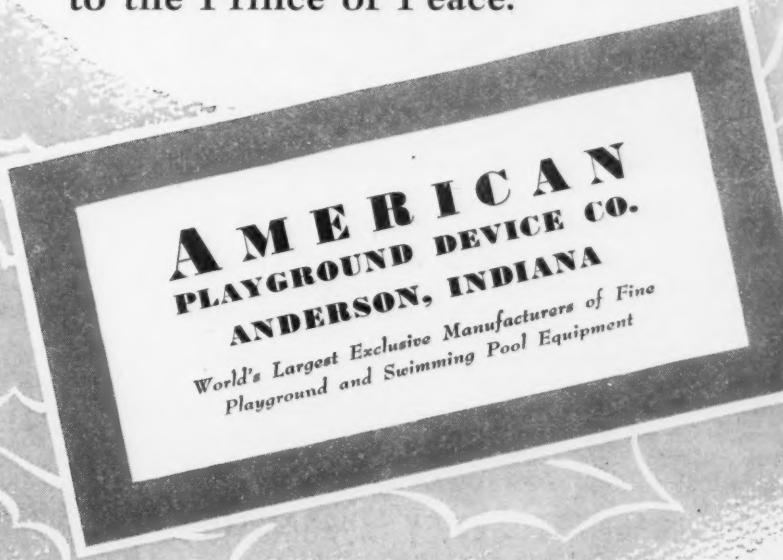


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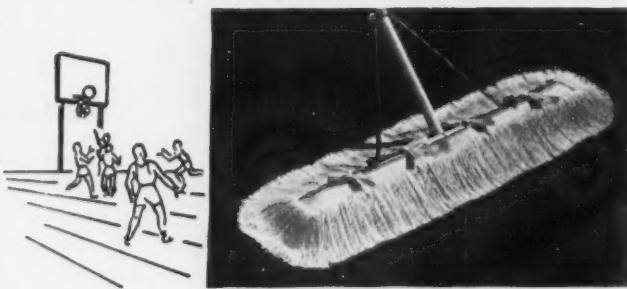
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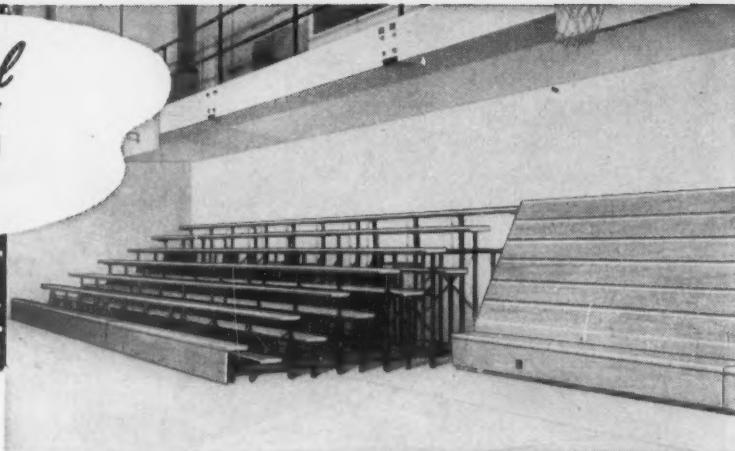
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The Nation's Schools for

JANUARY 1949

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**The timely influence of a
MODERN TOILET ROOM
is too important to neglect**

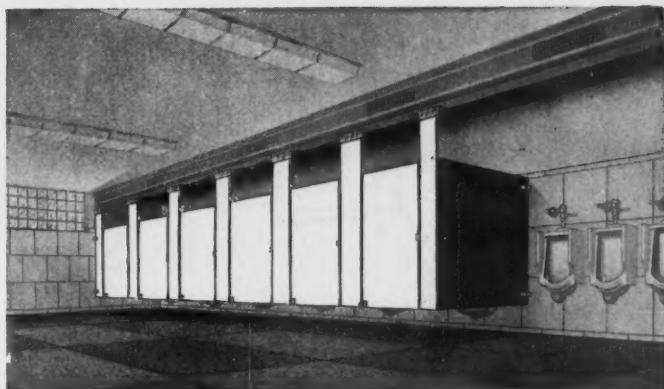
TOILET ROOM environments are as much a part of a youngster's educational environment as any other room in a school. His sense of cleanliness and health should be strengthened by the facilities provided for his convenience. The toilet room should be no less inviting and convenient and attractive than similar facilities in the home.

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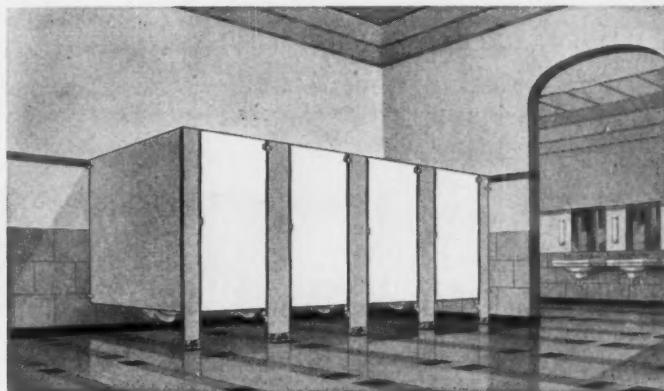
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*Sanymetal**
"PORCENA"

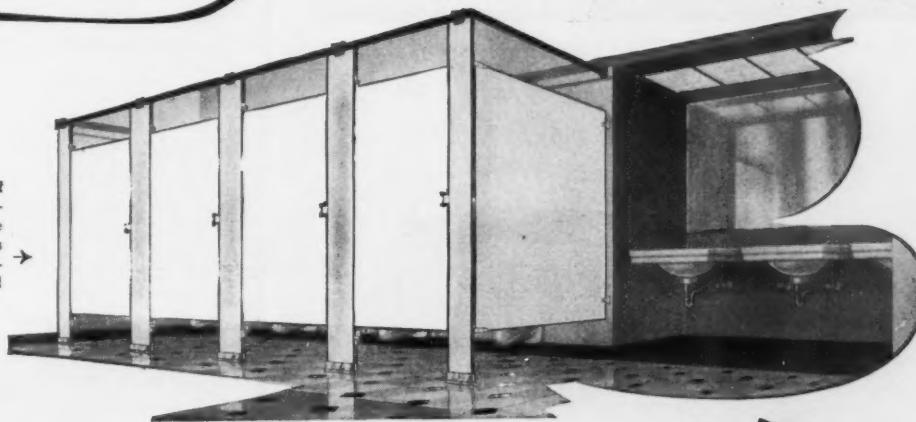
(Porcelain on Steel) TOILET COMPARTMENTS
possess the natural structural strength of steel, not one sheet, but two 16-gauge sheets securely bonded on opposite sides of dense insulating core, strengthened by porcelain enamel (four layers on each sheet) which provides a non-porous, flint-hard, glass-smooth surface that is positively impervious to odors, acids and moisture.



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Sanymetal Porcena Academy Type Toilet Compartments provide a certain distinctiveness. This type of partition is the only one in which all the dignity and distinctiveness of standard flush type construction, unmarred by posts, is appropriately combined with headrail.

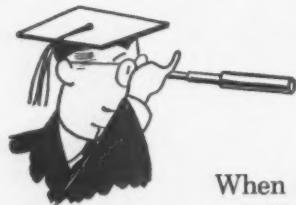
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TOILET COMPARTMENTS

Sanymetal Catalog 86 illustrates several typical toilet room environments.



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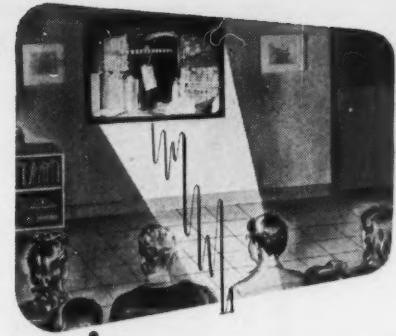
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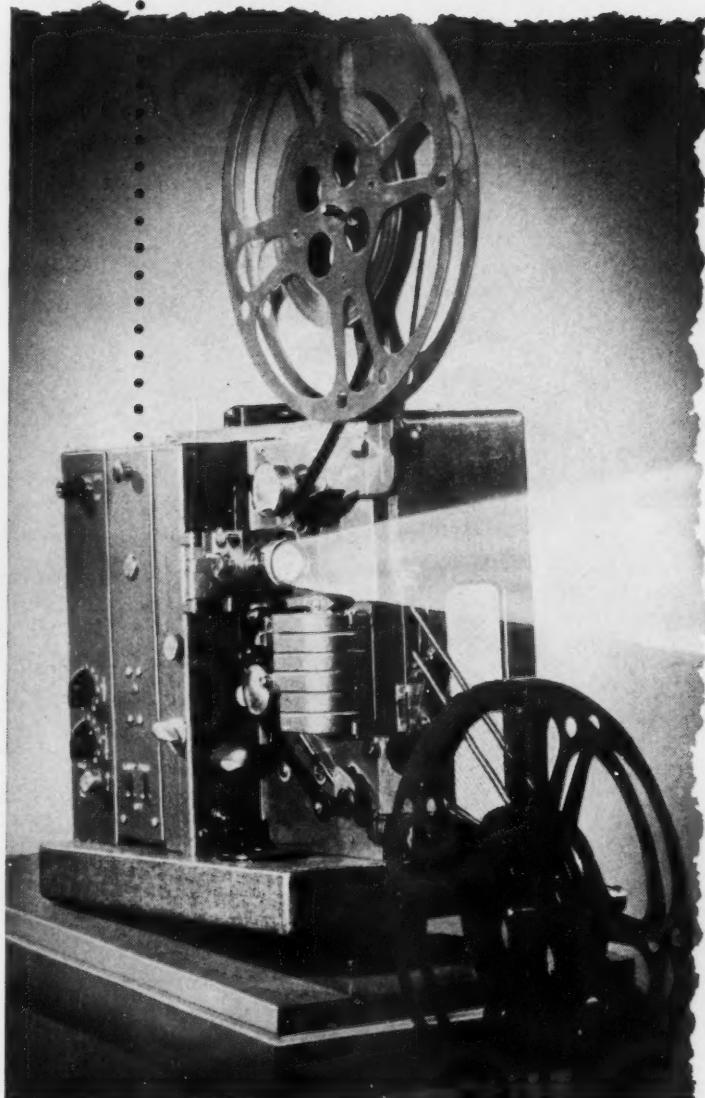
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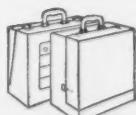
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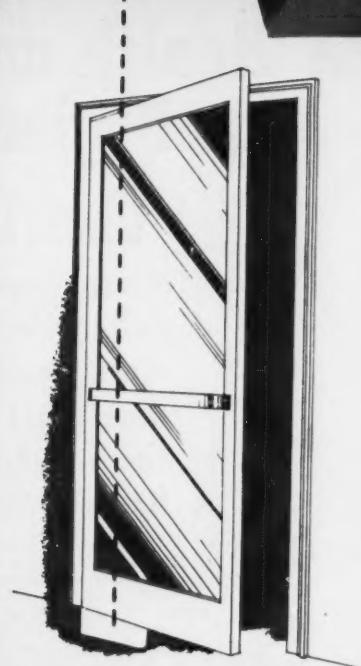
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Both types can be supplied with emergency control key to operate all locks in a set.

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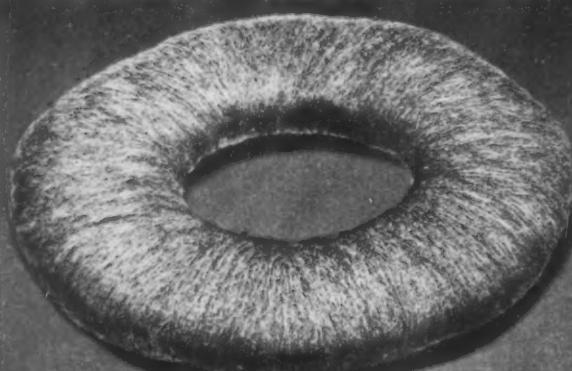
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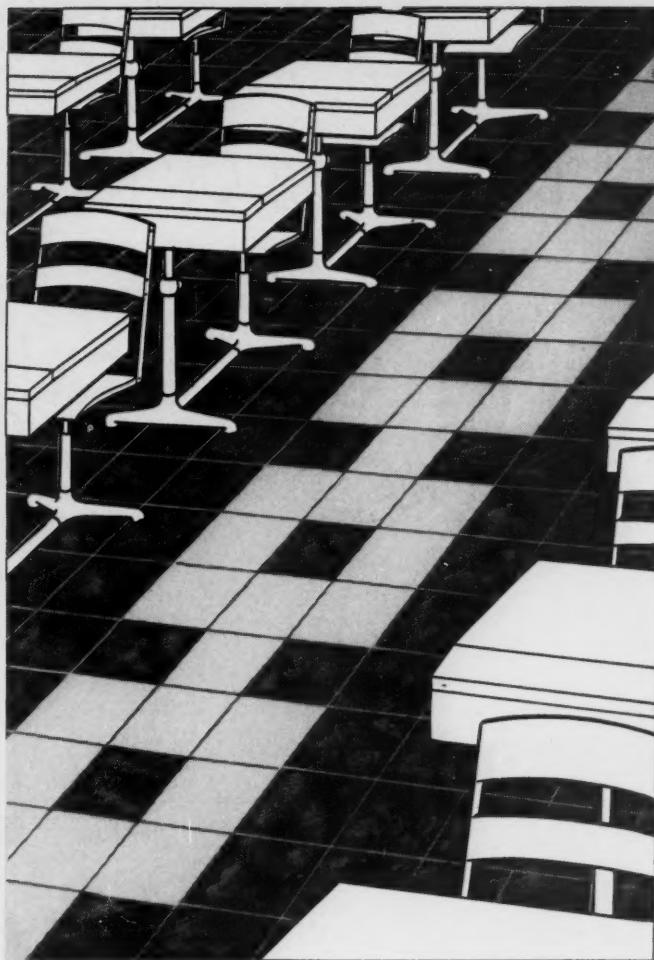
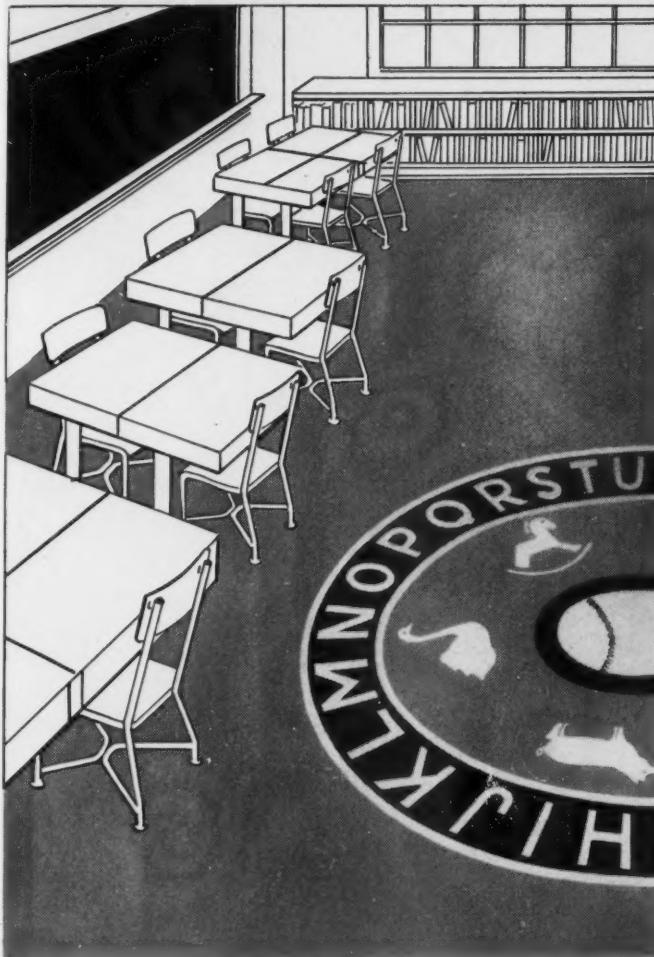


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Bulletin No. 57, giving complete information, sent on request.

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"Before we remodeled our classrooms and corridors, we considered every type of flooring and decided on linoleum.

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"After a year of hard wear our floors still look new. It's easy to keep them clean and sanitary—with janitor time about half what it was. That's proved to me that Armstrong's Linoleum is the best flooring buy."



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"We got bids on different floors. Asphalt tile saved us money—not so much but enough to be worth while.

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"Because asphalt tile isn't hurt by alkaline moisture we were able to use it in our basement lunchroom—right over the concrete.

"I haven't anything against linoleum, but when spending this school's money, I say Armstrong's Asphalt Tile is a better buy."

There's a lot of argument about which of these two Armstrong Floors is the better buy—Armstrong's Linoleum or Armstrong's Asphalt Tile. We, of course, make both, so our real interest is to help you get the floor that will be best for you.

Our asphalt tile usually costs a little less, but Armstrong's Linoleum is quieter and more resilient.

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If your floor is subject to any oil or grease, linoleum is your first choice. On a concrete slab in contact with the ground, you need Armstrong's Asphalt Tile as your flooring material.

So it goes. To get the floor that's best for you, you must weigh advantage against advantage, then decide.

Here's what we suggest: **Drop us a card and we'll send you two booklets**—one about Armstrong's Linoleum, another about our Asphalt Tile. If you want to compare samples or actual floors, your Armstrong flooring contractor will gladly show them to you. Write Armstrong Cork Company, 3712 State Street, Lancaster, Pa.



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says CROSBY

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Folks, this is fantastic, but old Hope has a great idea. He thinks *everybody* ought to give U. S. Savings Bonds for Christmas presents!

HOPE:

Thanks for the kind words, son. But no kidding, ladies and gentlemen, those Bonds are sensational. They're appropriate for *anyone* on your list. On Christmas morning, nothing looks better in a stocking—except maybe Dorothy Lamour.

CROSBY:

Old Ski Nose is correct. And don't forget how easy it is to buy bonds—you can get 'em at *any* bank or post office.

HOPE:

How about it, Mr. and Mrs. America? This Christmas let's *all* give U. S. Savings Bonds!



Give the Finest Gift of all...

U. S. SAVINGS BONDS



Contributed by this magazine in co-operation with the Magazine Publishers of America as a public service.

The First Years are the hardest ... on SAWs



that's why it pays to equip with ATKINS

"Green" students can do things to a saw that would make an experienced craftsman shudder. Yes, the classroom is a tough spot for even a good saw... But you can minimize the problem—and cut classroom costs—by standardizing on Atkins Saws. The extra toughness of superbly tempered Atkins "Silver Steel" keeps an Atkins cutting fast and true far longer... gives you a saw that can take the roughest treatment, and come right back for more! Add the fact that Atkins make learning easier because they cut better—and you have two compelling reasons for specifying "Atkins" on every order you write for saws.

NOTE: While Atkins manufactures saw blades and tools for every cutting need, it does not manufacture power saw machines. It does, however, furnish saw blades to many of the leading manufacturers of such machines. Shown above is Atkins No. 37 Mitre Tooth Circular—also available in rip or cut-off tooth pattern.

ATKINS



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Get Floors
Really Clean... Faster...

TEAM UP Your Scrubber with a Cleanser that's MADE for It!

The greater speed of mechanical scrubbing requires the use of a cleanser that keeps pace with the speed of the machine. Cleansers designed for hand-scrubbing cannot be expected to give the fast cleaning action required for machine-scrubbing. In an attempt to get floors thoroughly clean, the operator of a scrubbing machine using a slow-acting cleanser may resort to prolonged brush action, but that needlessly piles up mileage on the machine, increases labor costs, and prematurely wears out the brushes.

To utilize the full cleaning capacity of your scrubbing machine—to get floors *film-free clean* in minimum time—choose a cleanser that's specially made for machine-scrubbing. *All Finnell Cleansers are.* And there is a type for every need, including *Finola*, the *Original Scouring Powder*, for heavy duty scrubbing of smooth, hard-surface floors.

The *Finnell Machine* illustrated above is a *Self-Propelled Scrubber-Vacuum* for use on large-area floors. This *Finnell* applies the cleanser, scrubs, rinses if required, and picks up. Cleans up to 8,750 sq. ft. per hour! Has silent vacuum.

The *nearby Finnell man* is readily available to help train your maintenance operators in the proper use of *Finnell Equipment and Supplies*. For consultation, demonstration, or literature, phone or write nearest *Finnell Branch* or *Finnell System, Inc.*, 212 East St., Elkhart, Ind. Branch Offices in all principal cities of the United States and Canada.



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PRINCIPAL
CITIES

**Get cleaner floors
-with less work**



Less work because the exclusive cross-stranded Brillo steel fibers work fast and last longer. Solid disc means 100% pad effectiveness.

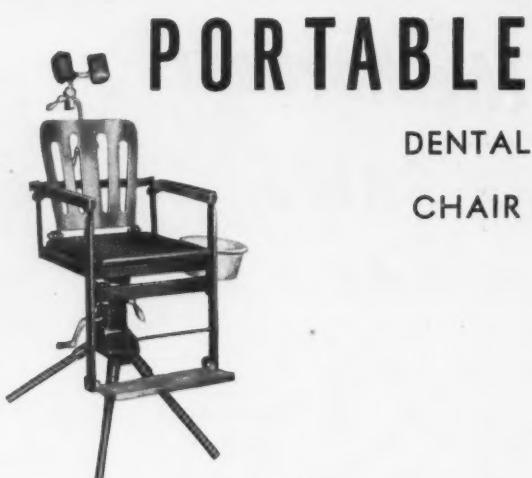
Brillo Mfg. Co., Inc., Brooklyn 1, N. Y.

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FLOOR PADS

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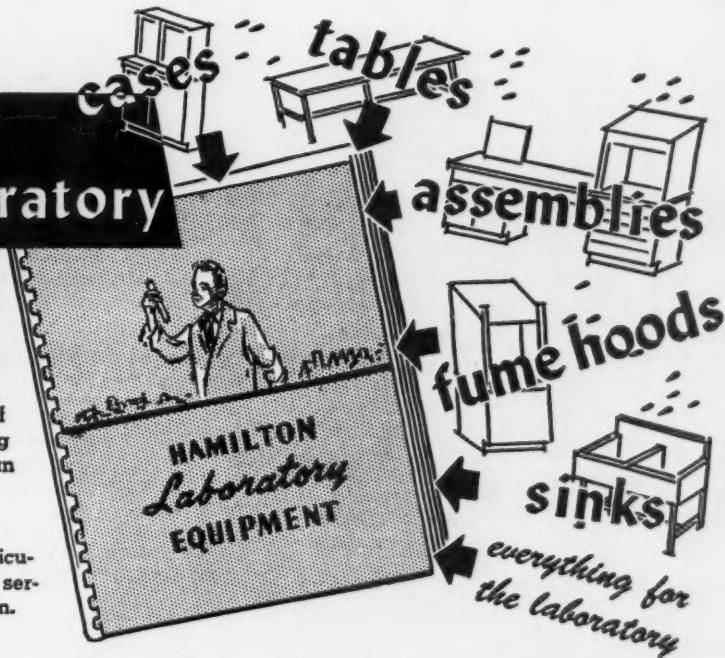
1. Learning to Understand Children Part I—A Diagnostic Approach
2. Learning to Understand Children Part II—A Remedial Program
3. Maintaining Classroom Discipline
4. Broader Concept of Method Part I—Developing Pupil Interest
5. Broader Concept of Method Part II—Teacher and Pupils Planning and Working Together

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ENCYCLOPAEDIA BRITANNICA FILMS INC.

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The NATION'S SCHOOLS

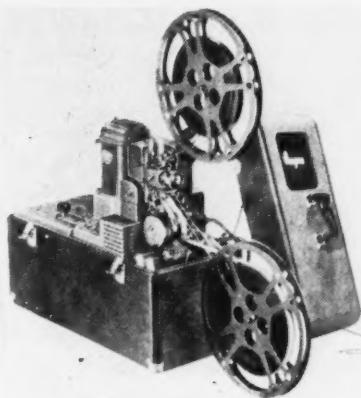
What's New FOR SCHOOLS

DECEMBER 1948

Edited by BESSIE COVERT

TO HELP YOU get more information quickly on the new products described in this section, we have provided the postage paid card opposite page 116. Just circle the key numbers on the card which correspond with the numbers at the close of each descriptive item in which you are interested. The NATION'S SCHOOLS will send your requests to the manufacturers. If you wish other product information, just write us and we shall make every effort to supply it.

Ampro Sound Projector



The Ampro Compact is a new 16 mm. light weight sound projector in a single case which combines compactness with an economical price. The projector, sound unit and speaker are all contained within one case just 15 inches high, 21½ inches long and 9¾ inches wide. The new Compact is easy to transport and easy and quick to set up as there are no reel arms, belts or screws to attach or fasten.

Engineering improvements incorporated into the new model make for quiet operation, due partly to an intermittent, nonskip type shutter movement. Removable front and rear covers facilitate service maintenance and the reflector and condenser lenses are mounted on the front cover for quick cleaning. The entire unit is accessible for service on both mechanical and electrical components. The new Compact has all of the fine craftsmanship and sound design of earlier Ampro models in addition to the new features. Ampro Corp., Dept. NS, 2835 N. Western Ave., Chicago 18. (Key No. 121)

Book Cover Designs

Holden book covers are now available with attractive educational designs. Instead of the plain, serviceable cover, designed to save school books from wear and tear, the Holden covers now have, in addition, pictures of famous men of history, names of the presidents, common quotations and space for writing in the title of the book and the name of the student to whom it has been as-

signed. The new designs make these sturdy covers interesting as well as practical. Holden Patent Book Cover Co., Dept. NS, Springfield, Mass. (Key No. 122)

Sentinel Fluorescent Luminaire

The Sentinel is a new 4 foot matching fluorescent luminaire for single mounting, using four 40 watt fluorescent lamps. It is similar in design to the continuously mounted Grenadier II and Grenadier IV and can be used to match these luminaires where single mounting is desirable.

All metal parts in the new Sentinel are finished in metallic satin. Lamps are replaced either through the top or from the bottom of the luminaire by lowering louvers hung from studs. Solid top

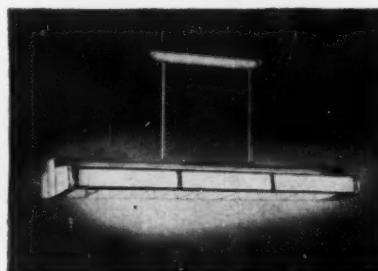


plate reflectors or slotted top plate reflectors can be added to control the light distribution pattern. Overall efficiency of the Sentinel without top plate reflectors is 77.5 per cent with an upward component of 43 per cent and a downward of 34.5 per cent. The F. W. Wakefield Brass Co., Dept. NS, Vermilion, Ohio. (Key No. 123)

Voit Tennis Ball

Voit has announced a new tennis ball which has been completely redesigned. Constructed with a 2 piece pressure chamber, inflated, plugless, natural rubber center vulcanized to an all-wool cover, the new Voit AT1 tennis ball is designed to combine correct resiliency and bounce, long cover wear, high visibility and identical performance in each ball. W. J. Voit Rubber Corp., Dept. NS, 1600 E. 25th St., Los Angeles 11, Calif. (Key No. 124)

Magna-Graphic Maps

Two new United States maps have recently been announced, the Magna-Graphic Political Map and the Magna-Graphic Political-Physical Map. Both are large 66 by 45 inch maps printed without borders and designed especially for classroom reference. They are drawn to a scale of 45 miles to the inch and are printed in clear colors with legible type faces so that they can be clearly read from a distance. Weber Costello Co., Dept. NS, Chicago Heights, Ill. (Key No. 125)

Bus Driver Seat

A new 4 way adjustable seat for the school bus driver has been developed as standard equipment on current models of Superior Coaches and is obtainable for installation on any school bus of any make. The new seat has been developed as a result of recommendations by the Department of Safety Research of this company with an eye to increasing driver comfort so as to reduce the hazard to safety caused by driver fatigue.

The front seat cushion is adjustable through a 10 degree arc, the entire seat frame moves forward and backward 4 inches, the back cushion is adjustable through a 15 degree arc and it may be raised or lowered 2 inches. The seat is designed to fit comfortably the usual sitting posture of any driver, regardless



of size or body proportions. Superior Coach Corp., Dept. NS, Lima, Ohio. (Key No. 126)

Manley Popcorn Machine



A new model of the Manley popcorn machine has been announced with particular emphasis upon its use in schools and colleges. The machine is designed to be operated at considerable profit and thus would serve the school as a source of revenue for special equipment.

The new model has a seasoning well and pump which automatically draws the correct amount of seasoning for each batch of corn, this tube being enclosed in a special heat element which prevents seasoning from solidifying and clogging the pump during cold weather. Other features of the model include a bag and box compartment, a cash drawer, corn bin, waste receptacle, improved salting device and a thermostatic control to keep the kettle from overheating. The machine takes up only 6 square feet of floor space and pops 11 ounces of corn in 45 to 60 seconds. It could be installed in cafeterias, auditoriums, arenas or gymnasiums. **Manley Inc., Dept. NS, 1920 Wyandotte, Kansas City 8, Mo.** (Key No. 127)

Complete Bus Unit

A new policy permits the purchase of the Oneida Safety School Bus Body on any desired chassis as a complete unit. The buses are available in capacities ranging from 30 to 61 passengers and sales and maintenance of the complete unit will be handled through the dealer organizations of the ten chassis builders that are cooperating.

The Oneida Safety School Bus Body was introduced in 1946 and meets the National School Bus Standards and the bus and chassis unit were awarded a trophy for contributing to vehicle safety. The all-steel body has a universal V-type windshield design for greater visibility and safety. The body is attractive in appearance and is constructed for endurance, comfort and safety. **Oneida Products Corp., School Bus Sales Div., Dept. NS, Canastota, N. Y.** (Key No. 128)

Anti-Slip Ceramic Tile

Careful research and development work has gone into a new anti-slip vitrified ceramic tile recently introduced. It is designed to provide the attractive appearance and cleanliness possible with ceramic tile with an anti-slip quality which makes it particularly desirable for use in corridors, entrance lobbies, kitchens, cafeteries and many other locations.

The new tile has a 15 per cent abrasive content which has passed severe tests with respect to minimum absorption, durability and effectiveness of the anti-slip surface. The abrasive permeates the entire thickness of the tile but is scarcely noticeable in appearance. The low absorption prevents fouling or color loss in the tiles. **The Safe Tread Company, Inc., Dept. NS, 30 Vesey St., New York 7.** (Key No. 129)

Kent Floor Conditioner

The new Kent Floor Conditioner offers a complete floor conditioning appliance in one unit. It wet scrubs, waxes, polishes, buffs, sands and steel wools. The streamlined balanced design and two concentric brushes operating in opposite directions provide easily balanced operation. The automatic switch turns the conditioner on when the handle is in the operating position and off when the handle is in vertical position. The motor is built for long service and is permanently lubricated for the life of the machine.

One set of polishing brushes is standard equipment with the new machine. One scrubbing brush, 1 lamb's wool buffer, large polishing brush 9½ inches in diameter and small 5 inch polishing brush are available as deluxe equipment. The conditioner is finished in brown baked enamel finish. **Kent Electric Corp., Dept. NS, Rome, N. Y.** (Key No. 130)

Microgroove Record Player

Schools wishing to use the new long playing Microgroove recordings can now do so with the new electronic instrument developed by Wilcox-Gay. It can be attached for playing through any radio without interfering with wiring and with no installation problems. The attachment has no connecting wires and is plugged into any outlet to play the new Microgroove, 33½ r.p.m., recordings on any radio. **Wilcox-Gay Corp., Dept. NS, Charlotte, Mich.** (Key No. 131)

Steam Tables

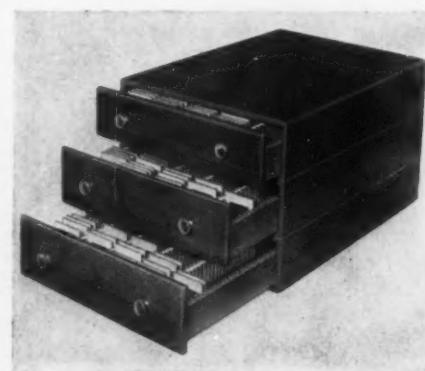
Twelve models of standard steam tables for gas or electric heat are available in the new line developed by Blickman. These improved steam tables are constructed for long service and maximum sanitation. They are available with open and closed bases with rigid welded understructure to give strength and stability.

All tables in the line have stainless steel top and covers, inset covers with beaded ladle cutout, seamless, crevice-free surfaces, reinforced top openings, hardwood carving board, strong stainless steel top construction with underneath bracing, heavy copper water pan, Duco finish on bases and flanged feet on all open base tables. Electric heating units are the built-in, heavy duty immersion type with switch box on the front apron of the table at the right. **S. Blickman, Inc., Dept. NS, Weehawken, N.J.** (Key No. 132)

Film and Slide File

Special files for filmstrips, mounted slides and ready mounts have been developed and are known as Nega Files. They are available in sections, three drawers wide, or in wide drawers with dividers. The three drawer section, No. 34-350, carries 3½ by 4 inch lantern slides and each drawer has capacity for about 120 slides. Wood partitions throughout keep the slides upright. All units may be stacked.

The 3500 files are designed with individual compartments for filmstrips which may be numbered or labeled for quick reference, space for 250 2 by 2 inch mounted slides or 500 ready mounts in pairs with numbered slots for easy identification, and a section for group filing of ready mounts or mounted slides. Either type of file may be used separately or in conjunction with any other type. The chests are made of kiln-dried wood, finished in natural grain. Friction discs on the bottom of



the files keep them in position. The Nega-File Company, Dept. NS, Easton, Pa. (Key No. 133)

Stainless Steel Refrigerator-Freezers

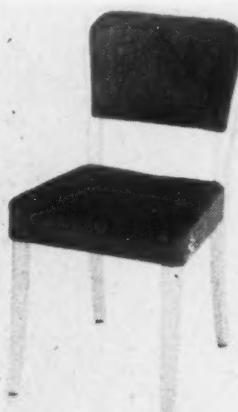
A new line of stainless steel freezers and a new, improved stainless steel walk-in freezer-cooler have recently been introduced. Two of the new freezers are of the vertical type with front opening door for easy food accessibility and providing maximum food storage capacity on minimum floor space. Model 25S has a 25 cubic foot freezing and food storage capacity with a self-contained, hermetically sealed type condensing unit. Model 30RS has a 30 cubic foot capacity with remote, open type, heavy duty condensing unit for flexibility in application and installation.

The new Model 200S stainless steel walk-in freezer-cooler has a total of 135 cubic feet of storage capacity. A reach-in freezer section has storage capacity for 900 pounds of frozen foods. The walk-in section has 110 cubic feet for food storage. All models are stainless steel inside and out, welded and sealed to prevent moisture infiltration, with chromium plated door hardware. Amana Society, Dept. NS, Amana, Iowa. (Key No. 134)

Aluminum Chair

An aluminum utility chair has been introduced recently for general use in dining and lunch rooms, offices and other places where a comfortable straight chair is needed. The frame is made of natural aluminum which will keep its attractive appearance, will not scratch or stain and is light in weight. Upholstery of the back and seat can be specified in standard hair felt and cotton or foam rubber with Goodform plastic or fabric covering material.

The chair back is somewhat flared at the top and the aluminum frame prevents snagging of hosiery or fabrics. The new chair, known as No. 4310, is durable, attractive, comfortable and re-



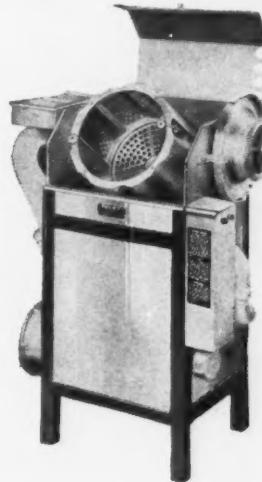
quires a minimum of maintenance. General Fireproofing Co., Dept. NS, Youngstown 1, Ohio. (Key No. 135)

Foley Silver Washers and Driers

Completely automatic models are now available in the Foley silver washer and drier. The new machines are set for the desired cycle and wash, rinse and dry the silver so that it is ready for use in 3½ minutes. It comes from the machine completely dry, having been dried with electrically heated forced air, and without spots so that toweling is eliminated.

Silver is collected in a special basket which is part of the machine. It is rinsed for removal of solids and excess foods, then poured into the drum of the machine. It is necessary for the operator only to add the special detergent, close and secure the cover and push the starting button. When the cycle is completed the drum is lifted out and the silver is ready for use.

Model A-7, illustrated, has a capacity of 200 pieces of silver per load. Two other models are available: Model A-9 with a capacity of 300 pieces and Model



A-5 with a capacity of 150 pieces. In the last machine no drum is used and silver is removed with canvas gloves or a clean towel. The Foley-Irish Corp., Dept. NS, 31 Washington St., Brooklyn 1, N. Y. (Key No. 136)

Television Kit

A large image, direct view television set with FM radio is now available at low cost. Provided in kit form as a teaching aid, the unit is easily assembled and requires no special technical knowledge. Step-by-step instructions are included with the material. Known as Model 10BL, an attractive cabinet is included as part of the kit and the television lens gives a 120 square inch picture. The new lens is so designed as to give the effect of being in focus and clearly visible from every angle and it magnifies, clarifies and heightens contrast of the picture. Transvision, Inc., Dept. NS, New Rochelle, N.Y. (Key No. 137)

Hicks Small School Bus



The new Hicks small school bus has been developed for use on bus routes having a small number of students. It has all of the structural and design advantages of large school buses and is designed to take the place of substitute vehicles because of the safety factor inherent in the familiar school bus. The all steel arch-bilt construction provides a strong safe bus which will seat 16 passengers.

The one piece cold drawn bow and post construction is used in the small bus as in the larger ones, and is designed to resist tremendous stress from any angle and to absorb excessive shock without distortion. The bus has the manually operated safety stop sign, rear bumper and triple side protection rails, and all the necessary identification and safety lights. Standard seats are used and the interior is so arranged as to leave a wide aisle leading to a rear exit door. The finish of the interior is a pleasing two-tone color combination with durable floor covering and improved seats with frame of all steel tubular construction. Hicks Body Co., Inc., Dept. NS, Lebanon, Ind. (Key No. 138)

Triad Power Plant

The new Triad turbine and hydroelectric plant is designed to be used as a standby unit in case of power failure. The plant can also be used as the power source where water pressure is available and the institution prefers to make its own power.

Installation is simple since the unit, employing water pressure for the generation of electricity, is cut in on the standard water main with an automatic control that starts the generator upon the failure of the normal power source. The unit requires a minimum of attention, is fully automatic and practically instantaneous in the assumption of its function when needed.

The new line of small, compact, hydroelectric power plants incorporates the Triad turbines and the plants deliver from 1 to 1000 h.p., depending upon size and requirements. All units deliver alternating current at standard voltage and therefore provide for operation of all standard equipment. Northwest Machine Works, Dept. NS, 1727 S. E. 11th Ave., Portland 14, Ore. (Key No. 139)

Product Literature

• An informative booklet on "Tru-Stop Emergency Brakes" has been issued by the Automotive and Aircraft Div., American Chain & Cable Co., General Motors Bldg., Detroit 2, Mich. Data on these triple-duty brakes, engineered to serve in emergency, parking and auxiliary circumstances, include details of power, ventilation to throw off heat, controlled and uniform braking pressure, adjustment and refinement and other features. The booklet should be of interest to the administrator responsible for bus safety as well as to those immediately concerned with details of bus operation. (Key No. 140)

• The six basic factors to be considered in the selection of school lighting fixtures are listed as economy, efficiency, ease of installation, ease of maintenance, appearance and safety in a 12 page booklet on "Smithcraft School Lighting" recently published by Smithcraft Lighting Division, Chelsea 50, Mass. The booklet is designed to assist the school administrator, architect and other interested official in the evaluation of lighting fixtures in accordance with the above factors. School lighting fixtures especially appropriate for school use are illustrated and explained in nontechnical language. (Key No. 141)

• The Fifth Annual Edition of "Elementary Teachers' Guide of Free Curriculum Materials" is now available from Educators Progress Service, Randolph, Wis. This 208 page, paper bound book has complete source and title indexes of educational material, is edited by John Guy Fowlkes, Ph.D., and Donald A Morgan, M.A., and is available at a cost of \$4.50. (Key No. 142)

• A new edition of "Films for Classroom Use" has been issued by Teaching Film Custodians, Inc., 25 W. 43rd St., New York 18. This handbook of information on films selected and classified by the Advisory Committee on the Use of Motion Pictures in Education contains catalog descriptions of approximately 450 films. (Key No. 143)

• A pamphlet has recently been published by British Information Services, 30 Rockefeller Plaza, New York 20, listing a series of new educational filmstrips to be used separately or in conjunction with motion pictures on similar topics. The pamphlet also includes information on poster card sets, posters, maps and picture sets. (Key No. 144)

• A profusely illustrated Catalog of 16 mm. Instructional Sound Films available from the company has been issued by United World Films, Inc., 445 Park Ave., New York 22. (Key No. 145)

• "From the little red school house to the modern army bomber" is the title of a folder issued by Wyandotte Chemicals Corp., Wyandotte, Mich., to describe the uses of its 444-C Paint Stripper. The product has been used by the Army and Navy and in industry but has just recently been introduced to the school field. This stable, nonflammable, noncorrosive, fast acting paint remover is equally effective in removing paint from wood or metal surfaces and is designed to protect the surfaces themselves. (Key No. 146)

Film Releases

"Making the Most of School," "Your Thrift Habits," "Installment Buying," "Per Cent in Everyday Life" and "Geometry and You," 16 mm., 1 reel, sound, color or black and white. **Coronet Instructional Films, Coronet Bldg., Chicago 1.** (Key No. 147)

Five 35 mm. silent filmstrips on Etiquette including how to live cooperatively as a member of a family, how to behave in class or in the school library, how to achieve good grooming habits, how to behave in public and how to behave as a guest and at the table, correlated with "Manners Made Easy," textbook by Mary Beery. **Text-Film Dept., McGraw-Hill Book Co., Inc., 330 W. 42nd St., New York 18.** (Key No. 148)

Nineteen Popular Science Teach-O-Filmstrips, some in color, for grades from primary through high school. Teaching Guides with each strip, 4 on "Holidays," 2 on "Time," 6 on "Food, Clothing, Fuel and Shelter," 1 on "Transportation," 1 on "Regions of the World," 4 on "Life in the Past" and 1 on "International Date Line." **Audio-Visual Div., Popular Science Publishing Co., 353 Fourth Ave., New York 10.** (Key No. 149)

"New Horizons," history, growth and development of the Southern States, 16 mm. sound, color. **The Princeton Film Center, Princeton, N. J.** (Key No. 150)

"Power Unlimited," "Dress Parade," "Two Million Rooms," "Whistle in the Night," "Panama," "Northern Rampart," "A Nation Is Born," "The 49th State," "Germany Today," "China Life-Line," "Report on Japan," "California Boom Town," "San Francisco," "Street of Shadows" and "The Big Party," all 16 mm. **RKO Radio Pictures, Inc., 1270 Avenue of the Americas, New York 20.** (Key No. 151)

Nine filmstrips on child discipline in classroom and playground, "What Would You Do?" "The New Book,"

"Working Together," "The Slide," "The Field Trip," "Jimmy Didn't Listen," "Schoolground Discoverer," "Share the Ball" and "Share the Sandpile." **Simmel-Meservey, Inc., Beverly Hills, Calif.** (Key No. 152)

Twelve filmstrips, Plane Geometry Series with illustrative material showing practical applications of Plane Geometry in life and mastery test at conclusion; 7 black and white filmstrips, with captions and subtitles, First Year Algebra Series; 7 filmstrips covering "The World of the Past" as well as "The World of the Present," part of Education Extension Series of the University Museum of Philadelphia; 5 filmstrips, Human Biology Series with Winslow Health and Hygiene charts produced by Denoyer Geppert Co., black and white, with captions and subtitles; 10 filmstrips, "Foundations of Chemistry Series," black and white, with captions and subtitles, with mastery test at end of each strip; all sets in Pictorial file box. **Society for Visual Education Inc., 100 E. Ohio St., Chicago 11.** (Key No. 153)

First 6 subjects in new series of curriculum-integrated classroom films on world geography, entitled "The Earth and Its Peoples," produced by Louis deRochemont, now completed, deal with Malaya, Norway, Guatemala, Java, South Africa and Argentina. The complete series will contain 36 films. **United World Films, Inc., 445 Park Ave., New York 22.** (Key No. 154)

"Care of Art Materials," "Air All Around Us," "Judy Learns About Milk," "Understanding Basketball," all 1 reel, sound. **Young America Films, Inc., 18 E. 41st St., New York 17.** (Key No. 155)

Suppliers' Plant News

Hotpoint Inc., 5600 W. Taylor St., Chicago 44, manufacturer of electric equipment, announces opening of its new electric range plant occupying one million square feet of manufacturing space and incorporating revolutionary mass production technics. (Key No. 156)

International Film Bureau Inc. announces removal of its Chicago offices and those of the College Film Center from 84 E. Randolph St. to 6 N. Michigan Ave., Chicago 2. (Key No. 157)

Pfaelzer Brothers Inc., Union Stock Yards, Chicago 9, purveyor of meats to institutions, announces the acquisition of the plant and facilities of the American Meat Co., 416 E. 3rd St., Kansas City, Mo. The plant will be operated from Kansas City as the American Meat Corporation and the company will operate independently under the new ownership. (Key No. 158)

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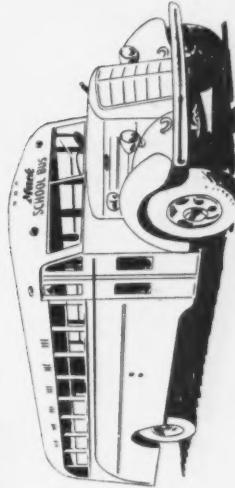
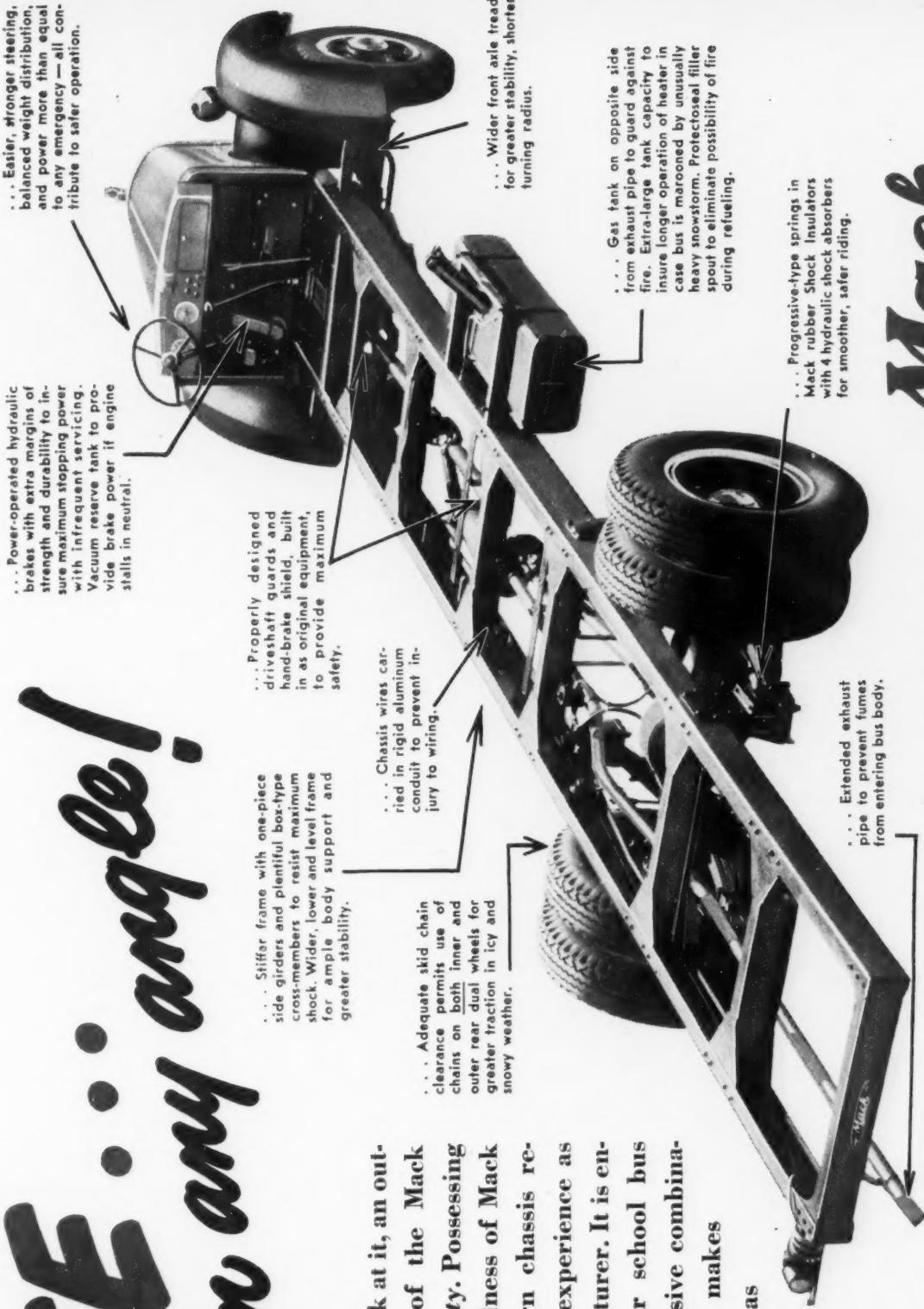
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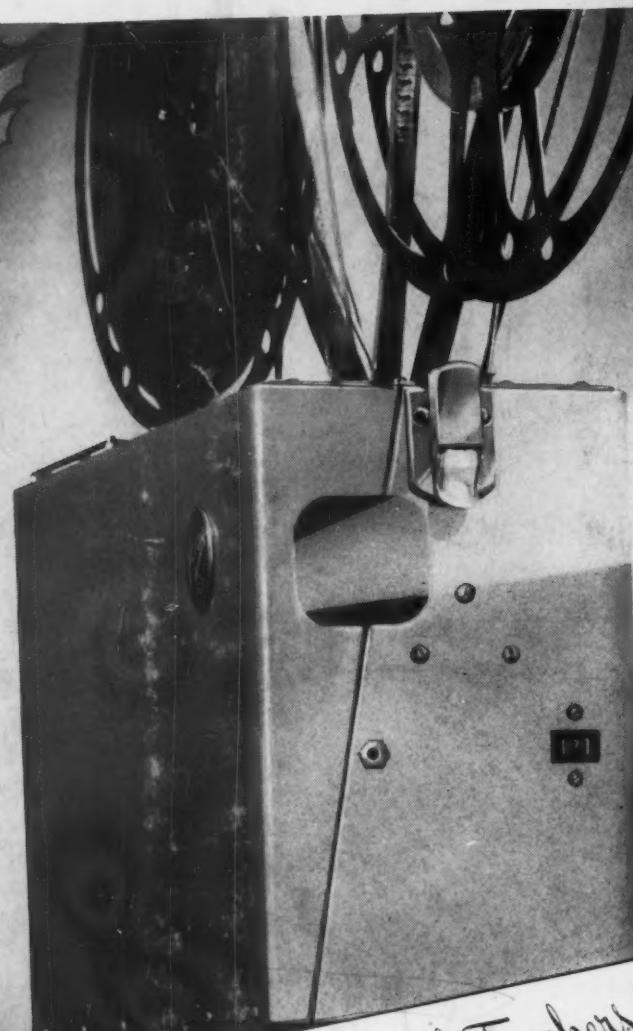
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